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What Keeps Wits University International Graduates In Johannesburg? A Case Study of Braamfontein

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DECLARATION

- This Master's dissertation is my own original effort.
- All of the sources which were utilised or referred to have been provided in the master's dissertation in the appropriate format.
- This dissertation has not been previously submitted in full or partial fulfilment as deemed mandatory for the attainment of a higher education qualification or equivalent at an educational institution.
- APA was used as the referencing style.

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Vimbai Chuchu

2018

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ABSTRACT

International graduates often make the decision to stay in the country they carried their studies (host country), which is a common occurrence in developed countries. However this trend is also spreading to developing countries such as South Africa. Viewing this from an optimistic perspective, it can serve as an advantage to the host country, since migrant graduates may possess skills they may use to contribute to the country.

The study investigates the reasons international graduates stay in Johannesburg after graduation. However the decision to stay in Johannesburg came along with challenges which frustrated the migrant graduates' efforts and plans. The key themes that emerged from the study were the following: pathway creation to employment, need for affiliation and oikophobia (fear of the familiar).

In order to collect information from the interview participants, and to analyse it, qualitative research methods were employed. The discussion is framed through life-course theory based on the Theory of Planned Behaviour.

Keywords: International / migrant graduates, Host country, Recipient country, pathways

LIST OF ABBREVIATIONS

NPC - National Planning Commission

DHA- Department of Home Affairs

DHET - Department of Higher Education and Training

TPB - Theory of planned behaviour

GCIM - The Global Commission for International Migration

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CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

"March ahead with enthusiasm afresh
What you need is true dedication
A ton of zeal and strong determination
The world is not static, it's in motion
It will move ahead with you
Or without you, do you view?" Shashikant Nishant Sharma (1988)

The above poem captures the essence of this research; the aspirations of migrant graduates who remain in Johannesburg after graduation from University. However these dreams and aspirations may not be easily achieved due to economic and legal obstacles. These obstacles include high unemployment and acquiring legal documentation. The trend of migrant graduates staying in host country is on the increase globally, and it is more reported in developed countries (Jones & De Wit, 2014; Hawthorne, 2008; Gribble, 2008). This same trend is also being experienced by developing countries (Ardington, 2014) therefore there is need for more research in developing countries, as there is limited literature, particularly in Southern Africa where this current research is carried out.

The purpose of this chapter is to give an overview of the study starting with an introduction to the study then followed by the aims, objectives, focus and rationale/purpose of the study. Thereafter a brief background will be provided, followed a discussion of problem statement. This will lastly be followed by a section outlining the significance of the study.

1.2 Aims And Objectives

Aims:

- Establish how international students experience their stay in the Johannesburg
- Investigate if the decision to stay has been consistent throughout their studies.

- Ascertain what the benefits of staying in Johannesburg after completion of their studies.

Objectives:

- To find the reasons migrant graduates stay in Johannesburg after graduation.
- To show not only STEM graduates have pathways to employment in host countries.
- To show developing countries (and not just developed countries) have also become recipients of migrant graduates from all over the globe.
- To explore possibilities of host country (South Africa) benefiting from migration.

The focus of this study is on non-stem program Wits graduates who decide to stay in Johannesburg after graduation. The non-stem graduates are mainly business and social sciences graduates who are not catered for the policy framework which facilitates absorption of migrant graduates. The location of this research is Braamfontein, Johannesburg.

1.3 Rationale / Purpose Of The Study

The rationale will be presented in three parts, under the following subheadings: personal level, professional level and the conceptual level.

- Personal level- As an international student herself, who once resided in the Braamfontein area, the researcher developed an interest in this topic. The researcher was interested in the paradox that "immigration and migration are commonly viewed as problems and threats to be resisted rather than opportunities to be managed (Crush et. al., 2018)". The researcher had the advantage of being relatable to the participants, due to her being an international student. The participants were relaxed and willing to participate freely in the research. The researcher knew where to find them and had an understanding of the student population in terms of the cultural mix.

- Professional level- Reading work from other professionals who have written on the same topic basing on their personal experience for instance Naidoo (2015) explained how he was a Principal of six private higher education institutions spanning a period of twelve years. During that period, he was

exposed to the concerns of various higher education students, including international students. Some of the institutions he worked for were in Braamfontein including most of his research.

- Conceptual/ Theoretical framework level - literature talks more of international students yet international graduates are not given much of a voice. As you will discover in chapter 2 literature talks more of migration from the global south to more developed parts of the world, yet this research talks of mobility in all directions. From a theoretical point of view the Life-course approach is the most appropriate theory to use to explain this type of migration. According to Arango (2000), the Life-course approach has become the most popular in migration research.

1.4 Background

In comparing International trends and those in Southern Africa, there is always a portion of international students that decides to stay in host country after graduation. However their motivations, drivers, conditions and challenges might not necessarily be the same (Bhandari and Blumenthal, 2010). In developed countries migrant graduates are driven to stay because of the favourable conditions of being integrated into the host country after graduation through graduate visa schemes (Jones et al., 2014; Tremblay, 2005). For instance, on the student visa application form for University of Southern Queensland (Australia), its states employers can employ migrant graduates without permanent residency (University of Southern Queensland (2017). This then brings us to the next idea concerning the facilitation of migrant graduates absorbed into the host country.

According to (Jones et al., 2014) developing countries might not be able to formulate policies that harness economic advantage of migrant graduates in host country. South Africa as a developing country and a recipient country of migrant graduates may face the challenge of missing out on opportunities that are associated with absorbing migrant graduates. McGregor (2007) & ASSAf (2010), posit that there is a rise in foreign students enrolling in South African universities, citing that between 1994 and 2006, the figures rose from 12,557 to 53,733.

However the latest 2016 report from the Department of Higher Education and Training (DHET), states that 72 000 were enrolled in between 2014 and 2015. This can translate to a higher proportion of international graduates staying in the country. Given this background it is pertinent to discuss the problem statement in the following section.

1.5 Problem Statement

Migrant graduates can posses skills needed in host countries but not all host countries can absorb such skills. In South Africa some argue for continued and intensified application of existing immigration regulations that include deportations, employer sanctions, denial of basic services to migrants (Crush & Williams 2018). On the other hand, others argue for "open borders" policy which would permit greater legal access to the South African labour market by migrants from the Southern African region (Crush et.al., 2018). When migrant graduates are integrated into the host country they bring along skill, diversity, new knowledge networks, different perspectives and understanding of some phenomena (Cerna & Czaika 2016; Bosetti, Cattaneo & Verdolini, 2015). "While some countries are interested in the export of education, others are interested in importing education programs and institutions for nation building purposes. An educated, trained, and knowledgeable citizenry and workforce able to do research and generate new knowledge are key components of a country's nation-building agenda." (Knight, 2015)

Although high unemployment rate in South Africa may affect everyone in general, some studies have shown that the migrant unemployment rate is lower at 4%-5% than the national unemployment rate can be anything between 20% and 40% (Standing, Sender & Weeks 1996; Covane & Macaringue, 1998; Crush et.al., 2018). Globally there is a growing trend of migrant graduates staying in host countries (Trembley, 2005; Gribble, 2008; Jones et al, 2014) however, little is present in the literature of Southern Africa, yet there is a rise in international student graduates staying in developing countries such as South Africa (Ardington, 2014).

It is important to conduct such studies because immigration and migration are commonly viewed as problems and threats to be resisted rather than opportunities

to be managed (Crush et.al., 2018).This research seeks to plug that knowledge gap by investigating and getting perspectives from a group of migrant graduates, formerly Wits students in Johannesburg, in the Braamfontein area. The aim was to investigate the reasons and challenges in remaining in Johannesburg after graduation. The research was carried out through interviews which were guided by the research question, "Why do international graduates stay in Johannesburg after graduation".

1.6 Significance of study

Mckechnie, (2008); Swart, (2009); Rasool & Botha (2011) all concur in their studies that: skills that are stem-related (science technology engineering and mathematics) are more crucial in South Africa. "Globalization alters and weakens political and economic boundaries, and intensifies the cross-border flow of nearly everything, but especially knowledge, ideas, and learning" (Hudzik, 2011). The importance of the study practically is that developing countries like South Africa may want to look into how they can take advantage of the skilled labour available and integrate them into the labour market who can contribute to the economy. "According to (UNCTAD, United Nations Conference For Trade and Development, 2018) for countries to be able to take full advantage of migration, constraints faced by skilled professionals must be addressed and frameworks that aim to facilitate the flow of labour, services, goods and capital across borders must be implemented. OECD,(Organisation for Economic Cooperation and Development) and ILO (International Labour Organisation) (2018) estimate that migrant contribution to GDP was 19 per cent in Côte d'Ivoire in 2008; 13 per cent in Rwanda in 2012; 9 per cent in South Africa in 2011; and 1 per cent in Ghana in 2010. The study may also be important to international graduates in that as they develop their migration and career plans, they make informed decisions as they will be aware of the consequences and likely outcome of migrating permanently in host country.

1.7 Chapter Outline

The study is divided into five chapters. Chapter one provides an introduction and background information on the study. It highlights some of the challenges that migrant graduates face by deciding to stay in host country. It also introduces the

statement of the problem as well as the significance of the study. Then follows chapter two, which consists of literature review, it serves to give an overview of migration decisions and behaviour by migrant graduates in the global as well as the South African context. A theoretical framework is also provided in chapter 2. This section serves to show how the life-course theory, based on the Theory of Planned behaviour can explain migration decisions by migrant graduates.

Chapter three covers the research methodology It offers a narrative of how the research was conducted and offers justifications of the qualitative methods employed in the research. Chapter four presents the data collected from, interviews conducted during the field work. The final chapter, chapter five carries the discussion and conclusion to the research report.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The purpose of this chapter is to discuss literature relevant to the study and the theoretical framework used for this research. In trying to understand migrant graduates' behaviour, the life-course theory helps in answering the research question, which sought to find out why international graduates decide to stay in Johannesburg after graduation. This review demonstrates that while much research has been conducted on these issues, limited research has been done in the Southern African region, The review is sectioned in three parts titled; "pathway creation", "limited research in Southern Africa" and "developing countries as host countries". In these sections, other studies that have been carried out previously and those that have been carried out outside South Africa are analysed and compared to the current study.

2.2 Pathway Creation

Pathway creation in the context of this research is meant to describe a way to stay in the country that one carried out their studies to work and live. It serves as a legal and metaphorical framework. Some first world countries have visa facilitation schemes for their international graduates, if they choose to stay and work in that country (legal framework) whilst those in countries without that framework available create their own ways to stay and work in the host country (metaphoric framework). This will be explained in detail in the following section.

International students are known for enrolling with universities in developed countries as a strategic move to enable easier integration into those countries, as they offer a pathway to employment (Gribble, 2008). For instance, in Australia the government allows employers to employ migrant graduates without permanent residency (University of Southern Queensland, 2017). This is one attractive feature that lures students to go there. However such facilities are not yet available in Africa, hence students have decided to create their own pathway. They are able to find innovative ways to stay in the host country after graduation. Pathway hence is happening in South Africa only in a different manner.

Pathways creation for international graduates in the USA is a common feature, but the government facilitates the process (Wang, 2017) this enables the migrants to be legal citizens and workers. The difference with this current study is that migrant graduates create their own pathways in South Africa, but in the process may become illegal migrants as there are no pathway programs provided for them. In a study carried out by Wang (2017) it reveals that pathway programs are a common feature in Australia, United Kingdom and began developing in the U.S. thereafter. American universities and colleges have increased their cooperation with for-profit companies to establish pathway programs to help in recruiting migrant graduates (Wang, 2017). Pathway programs are popular in the U.S. because they provide an opportunity to increase recruitment of migrant graduates to help American university campuses be more diverse Wang (2017). This demonstrates that students may end up deciding to stay in the U.S.A after graduation due to ease in being integrated into the country, through pathway programs.

Similarly Singapore has the same policy when it comes to absorbing international student graduates into the labour market. Singapore deliberately offered scholarships to Mainland students so as to persuade them to stay and contribute to the Singapore economy after graduation as it needs skilled and highly educated migrants is to overcome its present labour shortages (Dimmock and Leong, 2010). 'Learn from Singapore, and do better than them' was the encouragement Chinese students received from their Head of State in the early 1990s, which led to great numbers of students flowing from China to Singapore (Elegant and Elliot 2005). Research carried out by Dimmock and Leong, (2010) found that there were three types of international students who decided to stay; the intellectuals who appreciated well-resourced Universities in Singapore to allow them to further their careers and research, then the opportunists who were willing to stay but for a while to gain work experience and then find greener pastures elsewhere, then lastly the loyalists who were willing to stay and work in Singapore but eventually go back to their country of origin. This can be considered an advantage of enrolling is Universities in Singapore because there is a very high possibility of a migrant graduate being integrated into the host and being issued with the proper documents

to live and work in the country. It links with current study in that in both studies international students are inclined to stay in host country and become permanent migrants but the difference is that those who go to Singapore get invited to do so and pathways to employment are created for them by the government. On the contrary, those who study in South Africa are not necessarily invited to do so and they have to create their own pathways.

Furthermore what can contribute to creation of a pathway to employment can also be the field of research one is in. This is illustrated by Zigura and Law, (2006); Bhandari et al, (2010); Gaule, (2011) who carried out their studies on international graduates and, their findings agree in that scientific and technical field graduates are mostly encouraged to enter workforce of host country after they complete their studies. Scotland and some parts of the EU have 'Post Study Worker Schemes' and the USA has well-funded research universities, recording a quarter of all engineering and technology companies, opened between 1995 and 2005, being owned by immigrants from these Universities (Wadhwa, 2007). Their studies conclude that students from developing countries for example India, China and Africa are least likely to return to their countries of origin after completion of studies. These cited studies study differ from the current one in that it is focused on social and business science graduates. This particular group of graduates is not necessarily sought after as their skills are not regarded as critical or rare, however they create their own pathways and stay in host country. One reason that would keep migrant graduates in Johannesburg is their knowledge and ability to create own pathways.

STEM (Stem Technology Engineering Mathematics) related skills are the most sought after especially in the typically receiving and retaining countries which include the USA, U.K, Australia and Germany, they have the capacity and resources to absorb such skill unlike in developing countries Han, Stocking, Gebbie and Appelbaum, (2015). For this reason that is why this research places its focus on social and business science students, what is their motivation to stay? Gubba (2014) argues that this behaviour of not leaving the host country is on the increase partly because of the growing number of students leaving their home country for a foreign

university. This may imply that international students come with the intention to immigrate permanently into South Africa. This is confirmed by Tremblay (2005) who argues that students go to study abroad for the purpose of finding a way to migrate into the country permanently. Furthermore, student migration is sometimes motivated to a larger extent by economic success of other peers (Gubba, 2014). The above mentioned studies helped the present study by explaining why international students perceive remaining in the host country as a good opportunity.

The current study challenges the notion that international students prefer to go study and stay in developed countries only. The study shows how international students even from the more affluent countries carry out their studies in South Africa, but then decide to stay after graduation. As one of the interviewees was from the USA and another from France. In a study carried out by Capuano (2009) migrant graduates were said to migrate from less affluent countries to richer countries. They argue that the direction of the flow of migrant graduates is one directional (Capuano, 2009). However in recent times as observed by the researcher the directional flow of migrant graduates is now both ways international students are also moving developed countries to developing permanently.

It is not always the case that international students enrol with Universities abroad with pre-meditated ideas of migrating permanently, according to Zigura and Law, (2006); Bhandari et al, (2010) and Gaule (2011) may want to put it. In some instances the decision to stay is made during the course of the study or even when the studies are done. Hazen and Alberts (2006) carried out research in American universities on foreign students who change their status to more permanent ones, once they are done with their studies. Their findings were that few students arrive in the USA with the intention of immigrating permanently. However, a number of factors play a part for instance professional, societal and personal influence students decisions to stay or return home. Economic and professional factors emerged as strong incentives to stay in the US. The results of the study suggest that the idea of international students coming to the US with the intent to adjust their status and immigrate permanently therefore seems to be the exception rather than the rule.

This current study takes both perspectives into consideration that some students come with the intention to stay and some with intention to leave but eventually make the decision to stay in Johannesburg. This is because when interviewed some of the participants explained how they came with the intention of staying, however some confirmed that they had no intention but decided during the course of their studies to stay.

The current study is similar to the one done by Paile & Fatoki (2014) in that their findings reveal that migrant graduates perceive that there are more opportunities in South Africa and better economic standard of living in South Africa compared to home country. This was demonstrated during the fieldwork, as some the participants explained how they think that Johannesburg has better opportunities to offer in comparison to their countries of origin. Paile & Fatoki (2014) talk about what drives international students to stay in host country and being migrant graduates. However they do not talk about those who fall out of the legal system. Paile & Fatoki (2014) studied the determinants of return/non-return intentions (to home countries) of international students. The two primary determinants of non-return intentions are; better employment opportunities in South Africa and better economic standard of living in South Africa compared to home country. The following section is a discussion on how literature is limited in South Africa on this topic because, it is a country that has traditionally been a sender of international student graduates, but is fast becoming a host (Dimmock & Leong, 2010).

2.2.1 Pathway creation in relation to the theoretical framework

The theoretical framework has helped in explaining the behaviour of the participants of creating pathways to employment in their host country. They create pathways to enable their stay in the South Africa after their studies, to pursue employment opportunities and other reasons they deem necessary to make migratory decisions. The life-course approach evaluates life trajectories of individuals so as to explain their movements between various statuses and roles (Kuluet.al.,2007). This approach is based on the theory of planned behaviour, a psychological theory about decision-making (Heckhausen, 1991; Ajzen, 1991; Gollwitzer, 1996)**.** The theory of planned behaviour states that intentions are the primary determinant of behaviour,

intentions are therefore the results of expectations that one will attain valued goals as a consequence of the behaviour (Ajzen and Fishbein, 1980).

2.3 Limited Research In Southern Africa

Research on international students migrating permanently to host countries is mainly carried out in American and European countries as well as Australia. Asian and African countries are emerging as to be recipient countries of international students who have intentions of staying after graduation (Dimmock & Leong, 2010).

2.3.1 Southern Africa in comparison to the Western countries

The central issue to this research is that of migrant graduates desiring to stay in host country South Africa, which what is has been happening in Western countries. This phenomena was more common in the west than in Southern Africa, however it is now a growing trend (Ardington, 2014). Since it has been a growing trend, South Africa can engage in more research as much as the Western countries, which can enable it to turn the migrant graduates influx as an opportunity and not a threat or a crisis managed (Crush et.al., 2018).

Canada, China and the Arabian Gulf are places that international student graduates find to be comfortable according to the studies described below done by Baruch &Forstenlechner (2017) and Wu & Wilkes (2017). They would rather stay after graduation and become permanent migrants, because of this knowledge available more students are bound to flock to these countries. The assumption would be that more international students and migrant graduates are found in Canada and the Gulf hence a lot of research on these target populations will be done. A gap is left in the Southern African literature on migrant students. This is where this current study contributes in plugging a gap where there is little literature in Southern Africa on the topic.

Previous studies that have been carried out on this topic were mostly not from South Africa, because the phenomena was more common in developed countries(Trembley, 2005; Gribble, 2008; Jones et al, 2014). This meant the perspectives of international student graduates in South Africa weren't captured,

hence this study addresses that aspect. The studies below by Baruch & Forstenlechner (2017), Lin & Kingminghae (2016)and Wu & Wilkes, (2017) were carried out in the Arabian Gulf, China and Canada respectively and not in Southern Africa hence the need for this research to contribute to the literature in Southern Africa. The reason why there is a need for more literature in Southern Africa is that conditions of staying after graduation in South Africa are different from those in the more developed regions of the world (Canada, China and Arabian Gulf). Baruch & Forstenlechner (2017) mention that migrant graduates stay in host country with hopes of getting top posts and higher wages. However it might be a different case for migrant graduates in Southern Africa. This is because as Adepoju (2001), states migrant graduates are greatly affected by high unemployment in Sub Saharan Africa, they are willing to do any work anywhere at any wage, some may become destitute and desperate.

The studies of Baruch & Forstenlechner (2017), Wu & Wilkes (2017) and Lin &Kingminghae (2016) highlighted in this section are relevance to this research in that that they provide a research gap in the following ways; These studies were all carried out of Southern Africa hence migrant graduates in Southern Africa are not included, their perspectives are not captured. These studies do not talk about migrant graduates who stay in the country beyond what their permits allow. These studies assume that these foreign graduates are properly registered and have the required documents to live and work in Canada, China and the Arabian Gulf legally. Whereas this current study looks into formerly international students who decided to stay in Johannesburg host country but are unable to acquire the required documentation to live and work in South Africa legally. Below are the studies of Baruch &Forstenlechner (2017), Wu & Wilkes (2017) and Lin &Kingminghae (2016) described in more detail.

Baruch &Forstenlechner (2017) carried out a qualitative study in the in the Arabian Gulf to understand self-initiated expatriates amongst international graduate students. They reported that the factors influencing the motives of the self expatriated students to stay in the Arabian Gulf were the following: The potential for

substantially high earnings, high possibility to land top posts which cannot be landed in their country of origin and lastly the hospitality of Emirati citizens. As for those who came from Muslim countries what swayed them to stay was the cultural fit.
Wu & Wilkes, (2017) report that Chinese youth who go and study abroad (Canada in their case) actually do not have an intention of returning, citing political instability in China. Taiwan, India, South Korea, and many other source countries of international students have long suffered from the brain drain problem (Huang, 1988; Docquier and Rapoport, 2012).Their findings were that Chinese students decide to stay in Canada because they found it to be comfortable and desirable. Lin & Kingminghae (2016) carried out a study on Thai international students enrolled in Chinese Universities. The students who displayed an attachment to their country of origin (Thailand) they were more likely to leave. Although other students had a “Pro-China” attitude it was a motivation for them to stay. Other factors which influenced stay intention were: Marriage/romantic relationships, family businesses and possibly for economic/career reasons.

Another study relevant to this research demonstrating that there is limited literature in South Africa on migrant graduates is the study described below conducted by Gonzales (2011), which resonates this current study. Gonzales (2011) carried out a study on international students who go to the USA as children from South America. He intended to find out how previously documented migrants transition to being undocumented migrants. The study examines the transition to adulthood among 1.5 generation (a term used to describe people who arrived in the U.S. as children and adolescents, their identity is split. They are American in many ways, sometimes in most, but not entirely) undocumented Latino young adults. This collision among contexts makes for a turbulent transition and has profound implications for identity formation, friendship patterns, aspirations and expectations, and social and economic mobility. Undocumented children move from being protected to unprotected, from inclusion to exclusion, from de facto legal to illegal. In the process, they must learn to be illegal, a transformation that involves; the almost complete retooling of daily routines, survival skills, aspirations, and social patterns.

Bozionelos, Bozionelos, Kostopoulos, Shyong, Baruch & Zhou, (2015). Carried out a study which looked into what made international students stay in host country. The study was carried out in the UK, which made it necessary to carry out this current study in Southern Africa. It was largely based on the Social Cognitive Career Theory (SCCT), the model included elements that pertain to perceptions of external constraints (perceptions of the labour market, family pressure to return), international student experience (adjustment in the foreign country during graduate studies, exposure and immersion to the international context) and individual factors (self-efficacy with respect to working abroad and outcome expectancy). The current study is looking into why international graduates decide to stay in Johannesburg and labour perceptions and how they managed to adjust and fit in to the foreign country. This possibly contributes to their decision making in terms of their migratory decisions.

Tharenou (2015) examined the migration paths taken by Chinese business foreign graduates and the consequences for their careers. They analysed the return and non return decisions taken by the graduates and how the pull–push factors influenced their decisions. The graduates are said to have acquired career capital while studying, this refers to the skills, connections, and credentials to enable them and heighten their interest in staying in the host country. This study again resonates with this current study in that migrant graduates build career capital during the course of their studies as international students and decide that they will stay after graduation in Johannesburg. This brings us to the next section which demonstrates that developing countries are fast becoming host countries to international student graduates.

2.4 Developing Countries As Host Countries

Developing countries such as South Africa have traditionally been suppliers of international students to first world countries like the USA, UK, Australia and Canada but then of late these ‘traditional suppliers’ are being turned into receiving and retaining countries by international students (Bhandari et al., 2010). Furthermore data available on which to base decision making, other countries apart from the UK, USA, and Australia have developed collection systems that produce high quality and

consistent statistics on international students' migration patterns (De Jong and Gordon, 1999).

2.4.1 South Africa's role in absorbing migrant graduates

South Africa is faced with migrant graduates who desire to stay in Johannesburg after they are done with their studies. Why? The research question which reads 'why do international students stay in Johannesburg after graduation' may be answered in this research with the help of this literature in one way. In that migrant graduates prefer staying in South Africa after graduation because it has become a favourite destination for migration once one is done with their studies. Migrant graduates feel they are able to find means and ways to explore the potential opportunities Johannesburg has to offer. They presume having a South African qualification equips them with the necessary skill to enable them to integrate into the job market.

Developing countries like South Africa are fast becoming recipient countries of international students who decide to stay, the norm of developing countries being the senders of students is being challenged. The study by Baruch., et al (2007) demonstrates that developing countries are typically the suppliers of international students to the developed countries. Their study reveals that the directional flow of students who go abroad to study and then choose to remain in host country as graduate migrants is heavy towards a certain direction. This direction is towards the western countries and not towards the global south direction. Baruch., et al (2007)
The current study is focused on the flow of migrant graduates towards South Africa, a developing country in the global south. Previous studies by Baruch., et al (2007),Tati (2010), Mda (2010), Arambela and Hall & Zuhair (2006) support the current study in that it shows us that some factors that influence the decision to stay in host country are the same like; potentially better opportunities, personal relationships and familiarity. These studies are summarised below.

Baruch., et al (2007) carried out their study in the UK and USA based on the statistics that these two regions in the world carried most of the international students. Only about a quarter of the international students intended on returning to

their countries of origin and the rest indicated they would want to stay on and explore opportunities or find somewhere else to go. A greater number indicated that they plan to stay in host country for some time which will probably lead to a permanent stay. The findings were: the student's ability to adjust, satisfaction from the institution, family contact, job market and intention to stay impacted on international graduates' decision to stay in host country. These findings match that of this current research, for instance a favourable job market, family contact, and an intention to stay.

Other scholars Tati (2010), Mda (2010) and Arambela, Hall &Zuhair (2006) carried out research on international students which sought to find out their migration plans and the determinants of those plans once they graduate. These studies were done whilst they were students in order to determine which decisions they will make and why when they complete their studies. Tati (2010) in his research argues that the some of the students planned to return to their country of origin, some intended to stay in South Africa in the hope of finding a job or pursuing further education or go elsewhere after their studies. According to Tati (2010) the results show unequivocally that this migration of students is part of the migration flows of international students currently experienced in South Africa.

Research carried out by Mda (2010) on international students in South Africa found that the factors which make international students stay in host country may include the following; similar history, language and familiar culture similar or very close cultures also feel at home in one another's countries. Students from Lesotho and Botswana may not feel like too much like foreign nationals, due the fact that languages spoken in their countries are also spoken in South Africa. Namibians hence share a common history of being under apartheid rule for more than 40 years, ability and willingness to blend also contributes to one feeling comfortable in a foreign country and consider staying in South Africa after graduation (Mda, 2010).

The study carried out by Arambela, Hall&Zuhair (2006) reveals how students consider pathway to employment in making decisions to stay in host country. The quantitative study done by Arambela, Hall&Zuhair (2006) on postgraduate students from Asia, studying in Australian universities concluded the following: that there is a

strong relationship between student satisfaction and intention to stay in host, good quality of education, student facilities, reputation of the institutions, the marketability of their degrees for better career prospects.

According to Elise & Brezis (2016) the mobility of students can be described as mostly a phenomenon of temporary migration, nowadays, the purpose of mobility of students has changed. They explained that there is a rise in the number of international students who remain in the country where they completed their studies and this increase in permanent migration of students leads to changes in the analysis of migration. They found that one element that may contribute to students staying in host country is the potential high income which comes about when one has completed tertiary education in that country Elise &Brezis (2016).

International graduates realise that the quality of higher education is heterogeneous and varies across countries the higher the quality, the higher the human capital they are acquiring Elise&Brezis (2016). When the costs of relocation are low, it was observed that there was an influx of students to countries with high-quality education, as argued by Elise&Brezis (2016), this result is linked to the issue of increasing global competition on talents. They conclude that they could state that human capital does not flow from poor to rich countries, but rather from countries with low-quality education to those with high-quality education. This study relates with the current study in that it focuses on international graduates from Wits University which is considered one of the best Universities in Africa (Times Higher Education World University Rankings, 2016). The international graduates are drawn to enrol there so as to acquire a quality education which will inadvertently lead to good jobs with high income. This proves that migrant graduates who stay in Johannesburg after graduation come with intention to stay.

According to Faggian, Corcoran & Rowe (2016), migration of tertiary educated individuals across international borders is becoming increasingly imperative in policy and academic debates. They highlight that Australia, acknowledges the importance of attracting and retaining highly skilled individuals. This has had the effect of stimulating fundamental shifts in immigration policies Faggian et al., (2016). One of

the schemes was introduced in Australia in September 2007 which allowed international graduates from Australian universities 18 months of working rights post-graduation. There has been a recorded increase in of overseas graduates staying in Australia since the implementation of the visa scheme. In the study carried by Faggian et al., (2016) their findings suggest that although the introduction of the graduate visa scheme attracted more migrant graduates to stay in the country, the average working conditions of the international graduates who decided to remain in Australia was not good compared to their domestic (Australian) graduate counterparts. This brings to light the importance of this current research which investigates migration patterns of international graduates in South Africa.

Since South Africa is fast becoming a migrant graduate destination, it may be imperative for it to look into absorbing migrant graduates into the labour market before they become illegal or undocumented migrants with skills. This research byFaggian et al., (2016), further provides evidence that the graduate schemes in developed countries attracts many international graduates to stay in host country but then they discover that the conditions of late have not been favourable. This could be another reason why international graduates are on the increase in migrating to developing countries, in the case of this research South Africa.

2.5 Theoretical Framework

The structure of the section is as follows; an introduction to the life-course theory and a description of how it applies to migration and decision-making. This will be followed by a justification for the use of the theory.

Migration is a complex phenomenon due to; structural factors interacting with individual characteristics, social embedding, life-course events, and psychological characteristics, not to leave out the fact that it is a process over time (Arango, 2000). Due to its time perspective, the life-course approach, has become very popular in migration research (Arango, 2000) and was found to be the most relevant approach to apply in this research. The “life course” model postulates that as an individual grows and matures, their material needs and resources change, which in turn will influence their decisions, in this case migration decisions (Kulu&Milewski,

2007). According to this approach, a person's life is composed of a series of transitions or life events, which are set in trajectories that give them a distinct form and meaning (Marshall and Mueller 2003;Kuluet.al.,2007). The life-course approach evaluates life trajectories of individuals so as to explain their movements between various statuses and roles(Kuluet.al.,2007). This approach is based on the theory of planned behaviour, a psychological theory about decision-making (Heckhausen, 1991; Ajzen, 1991; Gollwitzer, 1996)**.**

The theory of planned behaviour states that intentions are the primary determinant of behaviour, intentions are therefore the results of expectations that one will attain valued goals as a consequence of the behaviour (Ajzen and Fishbein, 1980). The theory of planned behaviour explains that, attitudes can be formed by individuals towards certain behaviour, which are defined as assessments of different outcomes of the action (Ajzen and Fishbein, 1980). The transition from developing an attitude to formulating an intention to migrate is an outcome of a decision process.

The decision to stay in host country can be explained through life-course framework in which the sequence of stages in the migration process is linked to certain phases of the decision-making process (Kley,2009). The life-course theory has been described a series of transitions or life events, for the purposes of this research this process is divided into phases (Kley,2009). The predecisional phase (considering migration) then planning phase after the decision is taken (planning migration), and a phase in which the action is carried out (non-return/staying in host country).

Migration decision-making is believed to be strongly influenced by life-course events and is likely to occur during life-course transitions. Previous studies have found that there is a relationship between migration and life-course events, like completing school or giving birth (Mulder, 1993; Kley, 2009).Theoretical work on values and goals linked to migration (De Jong and Fawcett, 1981) and on other behavioural intentions and perceptions (Lindenberg, 1996) suggest that intentions to migrate are premised on the perception that reaching important life goals might be easier where the migrant deems more conducive.

Attaining a higher level of education can potentially enhance the likelihood of migration due to occupational or educational reasons, and social ties have been found to be highly influential for migration, (Bielby and Bielby, 1992; Zorlu, 2009). If one has a family at the place of residence their likelihood of considering and planning to leave may be low because of the anticipation of financial, social and emotional costs (Kley, 2009).

As you will find in chapter 5 in addition to other factors mentioned like social ties, other factors are discussed including social networks, academic and professional networks and oikophobia. Oikophobia, a fear of “home” or “the familiar” (Lawler, 2016). Some migrant graduates do not fancy returning to their countries of origin despite the fact that they grew up in these places and were in fact very familiar with them. According to Bielby and Bielby, (1992); Zorlu, (2009) occupational or educational reasons can also influence migration decisions. Kraimer & Liden, (2001); Chua, Ingram& Morris, (2008) also echoe the same sentiments as they describe this reason as academic and professional factors influencing migration. Finally social networks can be described as a link of individuals such as friends, acquaintances, connected by interpersonal relationships (Cheung& Chiu, 2011).

2.5.1 Justification Of The Use Of The Theory

The origins of this approach can be traced back to pioneering studies of the 1920s such as Thomas' and Znaniecki's "The Polish Peasant in Europe and America" and Mannheim's essay on the "Problem of generations (Elder 1985 ; Kulu&Milewski, 2007).The use of this theory is an advantage in that it has been used, revised modified and applied in different settings, giving it more rigour, because of its long standing history and existence in the social sciences. The life-course theory, being based on the theory of planned behaviour falls under the psycho-social decision theories, which have been criticised for being complex. Psychosocial theories have also been criticised for being arbitrary as they theoretically allow for the inclusion of an infinite number of decisive factors and beliefs (Klabunde & Willekens, 2016).

However the life-course theory is relevant to be applied in this current research due to its rigour and effectiveness in aiding to answer the research question. Other

theories for instance the motivation theory of Maslow hierarchy of needs have been applied in the context of migration, the outlined theory of social production functions suggests that each instrumental goal can be substituted through another, (Lindenberg, 1996). However the life-course theory explain that: First order instrumental goals are stimulation or activation, comfort, status, behavioural confirmation and affection (Kley, 2009). For the achievement or "production" of these goals, there are lower order goals like physical activities, good housing, occupation, compliance with external norms, intimate ties, and many more (Kley, 2009). For the achievement of instrumental goals actors are making use of their individual resources, like education, social skills, mental effort, or empathy (Kley, 2009). Decision making process concerning permanent migration in host in host country as a migrant therefore can be explained or can serve as an example of the cumulative causation of social action (Kulu et.al., 2007).

The theoretical framework of Life Course has been has been used in this study due to its interdisplinary natures which states that, according to Hutchison, (2016). “Five basic concepts are touched on by the Life course theory: cohorts, transitions, trajectories, life events, and turning points.” The conceptual framework centres on decision making over time of the migrant graduate during the course of their studies. Migrant graduates have some time to make decisions based on the experiences they would have been exposed to during the course of their studies. They asses how easy or difficult it may be for them to create pathways or explore those already in existence to employment. The theory of planned behaviour, is a psychological theory about decision-making (Heckhausen, 1991; Ajzen, 1991; Gollwitzer, 1996)**.** This is why is was deemed appropriate for use in this investigation since, it is exploring the reasons behind the decision to migrate permanently by international graduates.

However as you will notice in chapter 5 some of the expected outcomes of the participants did not turn out be what they expected when they made the decision to stay in Johannesburg. Providing that not all aspects of a theory will work.

In relation to Development studies, when looking at what development studies is all about, it is about an examination of development, poverty, inequality as well as

social, political, environmental and cultural changes and continuities in the Global South from a multidisciplinary perspective. Development studies have expanded from being strictly centred on the developing countries to include diverse South-North relations in our globalising world, (University of Bayreuth, August 2017). Hence an investigation concerning migrant graduate immigration, in South Africa fits in to the development and socio-cultural changes criteria that occur in the Global South.(University of Bayreuth, August 2017)

2.6 Chapter Summary

This chapter scrutinized the contents and shortfalls of existing literature on migrant graduates and their decisions to stay in host countries. This chapter has contributed towards answering the research question "Why do international students stay in Johannesburg after graduation." The chapter has brought out that migrant graduates stay in host countries for various professional and personal reasons according to the reviewed studies. The importance of this review is that it exposes a gap in the literature which the current study seeks to plug. Most of the studies reviewed in this chapter were carried out outside of Southern Africa and the common narrative is that mostly developed countries are recipients of migrant graduates. However the current study was carried out in South Africa, meaning the perspectives of migrant graduates in South Africa are being added to the literature. In accordance to the findings of this current study, developing countries like South Africa have become recipients of migrant graduates from other developing countries and also from developed countries. The literature reviewed in this chapter will be used to inform the data analysis in Chapter Five. The following chapter outlines the methods used to carry out the study.

CHAPTER 3: METHODOLOGY

3.1 Introduction

Methodology is explained as a means of obtaining, organising and analysing data that would show the research's design and strategy (Johnson & Christensen, 2004).This chapter provides a discussion on how the research was conducted in its coherent order. The following elements of the study are to be discussed: the research design, data collection methods and the research process. The method was determined by the main research question and sub questions below.

Main question:

- Why do international students stay in Johannesburg after graduation?'

Sub questions:

- How international students experience their stay in the Johannesburg
- Has the decision to stay been consistent throughout their studies?
- What are the benefits of staying in Johannesburg after completion of their studies?

3.2 Research Design

The study used the qualitative research approach, which was the most ideal in answering the research question 'why do international students stay in Johannesburg after graduation?'. The research design is described as the plan put in place to produce the empirical evidence in answering the research question in this study (McMillan & Schumacher, 2010).The design is important in that it ensures that valid and sound conclusions are drawn from answers to the research question. It suggests how data should be analyzed by emphasising limitations and restraints in interpreting the results (McMillan & Schumacher, 2010).

In order to thoroughly understand the human behaviour, social scientists normally use qualitative research with the aim to accumulate detailed account of human behaviour and beliefs within the contexts they occur (Rubin & Rubin, 2005). As a social scientist with the same aspirations I found the qualitative approach most appropriate for this current research. This research intends to explore the intentions of migrant graduates of staying in South Africa after they are done with their

studies. The debates surrounding qualitative research methods and the use interviews need to be assessed in that regard. According to Dornyei (2007) “qualitative data are most often collected by researchers through interviews.” Cohen et al (2007) adds that interviewing is “ a valuable method for exploring the construction and negotiation of meanings in a natural setting”

However shortfalls are that interviewees will give only what they are prepared to give concerning their perceptions of events and opinions and they are subject to change over time according to circumstances (Alshenqeeti, 2014). According to Potter and Hepburn (2005), it leads to the question of whether interviews are appropriate as the only transparent means of eliciting data? Other scholars argue that observation can be used to supplement the interviews (Alshenqeeti, 2014).

Credibility of findings vary from project to project, expectations of reader and researcher may be different too, some factors may be unimportant to the researcher but valuable to the reader (Alshenqeeti, 2014). Researcher might be a part of a culture or organisation which may affect their objectivity in analysing the data hence there is need for much caution.

Below the aims and objectives of the study are outlined:

Aims:

- Establish how international students experience their stay in the Johannesburg
- Investigate if the decision to stay has been consistent throughout their studies.
- Ascertain what the benefits of staying in Johannesburg after completion of their studies.

Objectives:

- To find the reasons migrant graduates stay in Johannesburg after graduation.
- To show not only STEM graduates have pathways to employment in host countries.
- To show developing countries (and not just developed countries) have also become recipients of migrant graduates from all over the globe.

- To explore possibilities of host country (South Africa) benefiting from migration.

3.2.1 Justifications For The Qualitative Approach

Firstly, qualitative research approach produces a rich description of respondents' feelings, opinions, and experiences (Rahman, 2017). Additionally, qualitative research approach holistically comprehends the human experience in specific settings (Rahman, 2017). The qualitative research approach has the capacity to understand different individual's voices, meanings and events (Rahman, 2017). Qualitative research hence, "recognizes that the issues that are being studied have many dimensions and layers," instead of looking at relationships between variables that are quantified as in the case of quantitative research (Leedy & Ormrod, 2008)

According to Hancock, Ockleford and Windridge (2007), qualitative research "focuses on how people or groups of people can have different ways of looking at reality." Through listening to voices of international student graduates during conversations, this current study focuses on how people or groups of people can have different ways of looking at reality. To explain further, listening to voices in qualitative research concentrates on meanings the respondents ascribe to a social problem (Creswell, 2007).

Hancock et al., (2009) further cites that qualitative research "is conducted in natural settings." The 'natural setting' for each participant was different from the other because the researcher had to enquire as to where it was comfortable for them to have the interview. Some preferred to have them in their places of residences in Braamfontein and some in public restaurants around Braamfontein. The setting is 'natural' due to the fact that respondents were not taken away from their natural habitat ('comfort zone') to be interviewed in an unfamiliar environment for instance a research laboratory setting. One of the characteristics of qualitative research is its descriptive and interpretive nature (Hancock et al., 2007). The interviews were conducted to prompt the descriptions and interpretations of the participants' intentions, decision-making and experiences that resulted them in opting to stay in Johannesburg after graduation (Leedy&Ormrod, 2008; McMillan & Schumacher, 2010).

Qualitative research "is concerned with developing explanations of social phenomena" (Hancock et al., 2007). The social phenomena of student mobility, permanent migration: challenges and advantages, unemployment and pathway creation were discussed during interviews and were the focus of the study. Hancock et al., (2007) asserts that qualitative research "is concerned with how opinions and attitudes are formed." This study is concerned with the perspectives of international student graduates concerning their decision to stay in Johannesburg after graduation. How that decision was arrived to? Was it predetermined when then they came to South Africa or it was made during the course of the studies? What are the perceived benefits of staying in Johannesburg after graduation?. Hence the qualitative approach was the best way to attain the opinions of the research participants and how their attitudes were formed.

In using the qualitative approach, through searching and exploring, through having naturally occurring conversations and scheduled interviews, a deep understanding of why migrant graduates decided to stay in Johannesburg after graduation was achieved. To firmly support the decision of using a qualitative approach, other examples of similar topics were examined relating to international students, a qualitative approach was also used in the following studies: (Naidoo (2015); Ono, & Piper (2004);Oosterbeek&Webbink (2011). Below are brief discussions of these studies and their contribution to the current study;

Naidoo's research contributes to this current research, firstly in that qualitative methods were as well. Secondly Naidoo's research focus was on international students' experiences of exclusion from the various sectors of society. However, international students were found to build resilience to exclusionary pressures through networking and support of fellow international students. In the same way it was found in this current study that migrant graduates pushed the boundaries of exclusion from employment social interaction.

The research by Ono and Piper (2007) contributes to the current study in that qualitative methods were employed as well.In addition the relevance of this study to the current study is that in both studies foreign students are found to be inclined to stay in their host country because of better opportunities and an appreciation for

their skills.Ono & Piper (2007) in their qualitative study they analyze patterns of migration among Japanese women.

Oosterbeek&Webbink (2011) carried out their study in Dutch Universities to investigate if studying abroad increases the propensity to live abroad later when studies are completed. The contribution their research to the current study is that both studies use the same methodology to investigate reasons host countries become a favoured destination for migrant graduates. Despite all the justification for use of the qualitative approach, there are also limitations to the use of the qualitative approach, which are discussed below.

3.2.2 Limitations Of Qualitative Research

This section will carry discussions on the limitations of qualitative research from a design perspective as well as the limitations in its execution.

3.2.2.1 Limitations In Design

Qualitative research has been criticised because results of study may not be generalisable to a larger population due to the sample group being considered too small and the participants were not selected randomly, (Hancock, et al (2007). However, the reason for using this research method is that the research seeks to understand a particular group of immigrants and to capture their perspectives. It explores how experiences, attitudes and life circumstances affect their decision making with regards to permanent migration to South Africa. According toBricki and Green (2007) if a research question is a qualitative one, then the most appropriate and rigorous way of answering it is to use qualitative methods. Qualitative methods aim to answer questions about the 'what', 'how' or 'why' of a phenomenon instead of 'how many' or 'how much', which are answered by quantitative methods (Bricki& Green, 2007).

The research question is qualitative because it aims to answer a question about 'what', 'what keeps Wits international student graduates in Johannesburg'. The research question makes inquiries into a specific subgroup of the population because the subgroup is 'unique'. According to Hancock, et al, (2007) "generalisation of the findings to a wider, more diverse, population is not an aim of qualitative research."

In line with that assertion the findings of this research were applicable only to the group of migrant graduates who decided stay in South Africa after graduation and not the entire student population of all international students.

Even though thirteen international students is supposedly a good enough sample size for a qualitative research study of this nature, the data that was collected was particularly from students who had done their tertiary education at Wits University. Hence the collected data is limited to the experiences of the participants educated at Wits University and may possibly give a biased reflection of the experiences of all international students at all higher education institutions. Given the sample size, generalisations and comprehensive conclusions cannot be drawn from the data. The following section will discuss the data collection methods, which were individual interviews carried out by the researcher with research participants.

3.3 Data Collection Method

Thirteen interviews were carried out in the research. The data for this research was collected mainly through semi-structured, in-depth individual interviews, in order to collect the necessary data to answer the research question of this study. Carrying out a pilot study initially and having an adequately prepared interview guide assisted in building relationships between the participants and researcher through the promotion of mutual understanding.

3.3.1 Individual Semi-Structured Interviews

Qualitative interviews are defined as “attempts to understand the world from the participant’s point of view, to unfold the meaning of people’s experiences, and to uncover their lived world prior to scientific explanations” (Strydom, 2005). Interviews have a function of yielding an immense amount of information that is useful to a study, in addition knowledge is often generated between humans through conversations (Leedy&Ormrod, 2008). Through conversations, participants were free to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view.

Semi-structured interviews are used widely in qualitative research for instance, scholars like, Hoehne, (2012); Kimani, (2014) and Naidoo (2015) made use of in-depth semi-structured interviews to obtain data from their participants. Hence data was mediated through the human element, instead of through inventories and questionnaires. The data for this research was collected using semi-structured interviews. An advantage of carrying out interviews is its adaptability in allowing the researcher to attain a lot of data in a short space of time and unlike questionnaires, interviews enable instant follow up and clarification of the participants' responses (Rahman, 2017). Clarification of questions and responses were quite important to the research as some terms in their countries of origin may have meant different things to that in South Africa. Hence the researcher crafted questions in the simplest way possible that were clear and concise removing any room for double meaning, uncertainty, misconceptions or biased responses.

A pilot study was carried out as a pre-study of the fuller study by the researcher before the main research. A pilot study is a smaller scale study carried out prior to the larger piece of research to determine if methods, sampling, instruments and analysis are adequate and appropriate (Bliss et al, 2013). It provides the researcher with ideas, approaches, and clues that may have been unforeseen, improves chances of getting clearer findings in the main study and can reduce the number of unanticipated problems (Meriwether, 2001). Initially when the researcher met with participants, they introduced themselves and gave them a brief background to the study including the purpose and nature of the study. Researcher explained to them that they intended to explore the intentions of international students to stay in South Africa after graduation.

An interview guide was prepared by the researcher to give direction of where the talk was going however, follow up and connecting questions were also used to elicit elaboration of detail and further explanations and clarification of responses (Leedy&Ormrod, 2008). The researcher had to keep the questions to a limited number which is in line with (Leedy&Ormrod, 2008) suggestion that not too many questions should be pre-planned as questions should build on from what the participants say. The general guidelines for the interview questions were informed

by the main research question and the sub-research questions. The questions for the interviews were formulated in a clear and concise manner, to avoid uncertainty or misconceptions. A combination of open-ended and closed-ended questions was asked to ensure that participants could best voice their experiences unconstrained by any perspectives of the researcher or past research findings (Creswell, 2007).The interviewees were urged on to convey their ways of understanding the phenomenon through follow-up questions such as: “Could you explain further?”; “What does that mean to you?”

The interviews for the study were carried out between November 2017 and January 2018 and were the researcher’s sole responsibility. Each and every one of the interviews were conducted by the researcher through the medium of English at various venues depending with where respondent was comfortable. The questions were created to make certain that they were not leading or suggestive, using simple language to facilitate communication. To ensure accuracy of information interviews were audio recorded and transcribed. Accuracy of information was then was ensured by providing material for reliability checks.

After establishing how essential the use of interviews was to the research, it is also important to look at the limitations of this method and they could have been possibly mitigated.

3.3.2 The Limitations Of Interviews As A Research Tool

Use of interviews has its disadvantages and advantages, just like any other data collection methods. Interviews can have the advantage of yielding useful information and permitting participants to describe detailed personal information. The demerits of interviews are highlighted by (Creswell, 2007) whereby they state that respondents may respond with answers they feel the researcher may want to hear. This disadvantage was countered during this research by use of hypothetical questions which supposedly put participants at ease. The researcher made sure they did not show any emotions, for instance disapproval, excitement or surprise at participants’ responses, however researcher was not a passive listener, the researcher showed interest so as to encourage interviewee to talk.

Other scholars like Cohen, Manion& Morrison, (2000) criticise interviews, as they argue that that they are highly subjective and biased towards the interviewers perception, as responses may be interpreted based on personal and preconceived notions. This opens up responses of the participants to misinterpretation. This prompted the researcher to audio record the interviews and transcribe them verbatim. An advantage of audio recording interviews is that the researcher is able to focus on the responses of the participants instead of being distracted by taking down notes (DiCicco-Bloom & Crabtree, 2006).

In relation to the researchers own field experience in this current study, the advantage of audio recording is that they were able to listen to the recording at a later time, pick up remarks they had not picked up during the interview and then make accurate transcriptions. This also resonates with what (Cohen & Crabtree, 2006) say about audio recording, that it gives an accurate summary of the interview, all the answers are captured during the interview. The researcher observed that during the interviews some of the participants became self-conscious because of the recording device. Hence the researcher would have to place it under the table or cover it with something.

DiCicco-Bloom and Crabtree (2006) argue that the tone, pitch of the voice, speed of the speech can be easily be assessed, which is necessary to get more understanding of what the interviewee is expressing. Additionally the recorded interviews are effectively used for the transcription of the answers, which is necessary for including relevant quotes in the research (DiCicco-Bloom & Crabtree (2006).That is the method used for presentation and analysis in this current research, relevant quotes are used in the presentation of findings in the following chapter. However, the limitations of recording the interview can be excessive background noise, low battery of recording device and placement of the recorder, these are factors that affect quality of recorded interviews (DiCicco-Bloom and Crabtree, 2006). Another limitation with tape-recorded data can be a source of danger for those who are taped because recorded data is undeniable, if it lands in the wrong hands or gets lost.

According to (McMillan & Schumacher, 2001) another disadvantage of interviews worth mentioning is that participants are reluctant or uncomfortable, for fear of being exposed. However, the researcher tried to counter this disadvantage by assuring participants that all their names and details would be kept anonymous. Researcher also ensured that the interview venue was a location chosen by participant in which they were comfortable.

Finally, the interview since it is in the form of a question and answer session may create an atmosphere of an authoritative figure and a subordinate. There is a possibility the responses will be biased, as the authority figure is emphasised (Clark, 1999). The researcher tried to first create a good rapport with respondent, and ease them into the interview. The researcher had the advantage of being an international student herself so the participants were relaxed and willing to participate as they probably felt the researcher can relate to them. This then brings us to the following section which explains the limitations of the execution of process of collecting data.

3.3.3 Limitations in execution

In this section setbacks in data collection will be discussed. As an international student, myself the participants were willing to take part and even refer me to their friends and also allow me into their places of residency. However, most efforts were made during the interviews with the researcher distancing herself from being an fellow mate but being a researcher. Meeting with participants for appointments always proved challenging due to their various commitments which included work commitments and travelling to their countries of origin for various reasons.

3.4 Research Process

This section constitutes a description of the elements of the research process which will be described in detail and they are the following: elements of research area, sampling of participants and the ethical considerations.

3.4.1 Research Site

One of the objectives of the researcher is to get a hold of research interviewees that will enrich the study by making original contributions that will yield information rich

in data to the research study (Strydom & Delport, 2005). The decision to select the site for research normally comes about due to a number of factors but mainly the researcher's supposedly good judgement, timing, persistence and tact in gathering information informally (McMillan & Schumacher, 2010). Based on the researcher, in using their own judgement and knowledge of this site, the site was chosen for the following reasons:

Braamfontein consists of many institutions of Higher education including the University of Witwatersrand and University of Johannesburg, hence most students would be residing on campus or close to campus, during the course of their studies. However, even when they graduate they still choose to stay in Braamfontein because of the familiarity, they will be used to the environment. Another feature that attracts migrant graduates, to Braaamfontein is the easy accessibility of shopping malls which have bookstores, grocery stores and also exposure to recreation. The public transport network in Braamfontein is well suited because one can find buses, taxis, trains and the Gautrain bus terminus which links to the OR Tambo international airport.

As an international student herself, who once resided in the Braamfontein area, the researcher developed an interest in this topic. The researcher therefore, knew where she could find participants and how they would relate to her, she had an understanding of the student population in terms of the cultural mix. The interviews were conducted in various venues depending on the preference of the interviewee some were comfortable in their place of residence, some at the local cafes in a public setting and others in private venues.

3.4.2 Sampling Of Participants

This study was conducted using a small but focused sample of thirteen migrant graduates residing in Braamfontein, Johannesburg. The sample size was limited to thirteen due to time and financial constraints. The researcher after doing this number of interviews realised, no new insights concerning the phenomenon were to be found by adding more interviews According to Crouch & McKenzie (2006), the researcher would have reached data /empirical saturation or theoretical saturation.

In research which is qualitative in nature and interview based, the researcher seeks to explore social life beyond appearance and manifest meanings, meaning researcher must be immersed in the research field, to establish continuing, fruitful relationships with respondents to address the research problem in depth (Crouch & McKenzie (2006). Therefore, doing a seemingly small number of interviews of less than 20 will enable the researcher's close association with the respondents, and increase the validity of fine-grained, in-depth inquiry (Crouch & McKenzie (2006). In line with these assertions the researcher decided that thirteen would be an acceptable size which enables her to collect rich, valuable information.

In a qualitative study what is of utmost importance is the purposeful selection of participants who will provide rich, meaningful and useful data (Strydom&Delport, 2005; McMillan & Schumacher, 2010). In purposeful sampling, a particular case is chosen because it illustrates some feature or process that is of interest for a particular study (Strydom&Delport, 2005). The non-probability sampling method, deliberately avoids representing the wider population; it seeks only to represent a particular group, for instance a group of students (Cohen, Manion& Morrison, 2000). The 'group' referred to in this study is the cohort of international graduates from Wits University. The researcher used a combination of purposeful sampling and snowballing. The international office and another international students' association assisted her in selecting a sample of international graduates who intended to stay in Johannesburg after graduation and facilitating the process of privately contacting and meeting them individually.

The researcher made use of purposeful sampling as it allowed her to handpick the cases to be included in the sample on the basis of their judgement of their typicality. Another advantage of purposeful sampling is that it ensures the best information to address the purpose of the research and provides information rich data (McMillan and Schumacher, 2009).This technique of purposive sampling, can be advantageous in that it allows the researcher to get to the target sample quickly (de Vaus, 2002). Then after that the researcher was assisted by the participants she had handpicked, making use of the snowball sampling method. The snowball technique is commonly

used when a member of the target population have particular characteristics or knowledge, however may prove a challenge to locate or to contact (Cavana, Delahaye, &Sekaran, 2001). Snowball sampling is reliant on referrals from participants in the study to generate additional participants, collecting more informants as the study proceeds (Adams, Khan, Raeside and White, 2007).The researcher found it the best and more convenient for international student graduates to identify each as they know each other and their circumstances.

The technique was very cost effective, however, one of its limitations was that respondents were referring the researcher to other participants who hold similar views to themselves, due to the fact that they are from the same country or in the same field of study. Upon realising that the researcher consulted another international students association that referred her to another set of international graduates. This time the researcher tried to make sure that the subjects selected were from diverse backgrounds but also relevant to the research questions that were being posed (Bryman, 2012).

3.4.3 Ethical Considerations

Taking into consideration ethical concerns in research is of great importance and certain categories are used in the discussion (Leedy&Ormrod, 2008). The following categories were outlined and discussed: protection from harm, informed consent, right to privacy. With regards to the issue of protection from harm the researcher asked where the participants would feel comfortable in doing their interviews, they would naturally choose safe and comfortable venues, and there was no foreseeable danger to them. All interviews were carried out during the day, between 9h00 and 18h00, the times suited both researcher and participant. Their participation did not involve dangerous activities that would harm anyone. All participants were required to sign a consent form after reading through the participant information sheet, which described the nature and purpose of the study in detail, the duration of the study as well as the duration of the interviews. The letter stressed that participation was voluntary and no penalty was given if they do decide not to participate or pull out of the exercise at any given time during the study.

The study involved only those who were between 18 and 30 years old so no parental consent was necessary. Participants therefore signed their own consent forms. The consent forms included: consent to be interviewed, consent for interviews to be audio recorded and transcribed, consent for documentation to be used for the study. An information sheet was handed to the participants, bearing contact the name and of researcher, should they have any queries during the study. Participants were also informed that the findings of the research would be used for academic writings, including books, journals and conference.

The researcher observed the right to privacy of the participants' by not mentioning names in the study they were assigned numbers to conceal their identities. The numbers were used during the transcriptions and data analysis. Through the use of formal written (consent form) and verbal communication the researcher guaranteed anonymity and confidentiality. The researcher did not collect any personal details from the participants such as telephone numbers, addresses. No identifying information was collected. The participants' right to privacy was upheld and the researcher let them know too. The participants were also informed that they would not get paid or compensated in any way. The participants' details are kept strictly confidential and anonymous by the researcher. Lastly, this study has been conducted with the approval of the Human Research Ethics Committee, (DEV 18/02/01) of the University of the Witwatersrand, Johannesburg.

3.5 Chapter Summary

In this chapter the research methodology used in this study was described, discussed and justified. In describing the research approach, data collection methods and data analysis, the justifications and limitations of each were discussed. Examples of other similar studies relating to migrant graduates, international students and migration decision were discussed to substantiate my choices of the research methodology. Finally, ethical considerations, in keeping with the strict requirements of the Human Research Ethics committee of the University of the Witwatersrand, were adhered to. In the following chapter is a presentation of the findings from the

field research that was conducted by the researcher. It consists of the responses given by the interviewees.

CHAPTER 4: PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents findings about reasons migrant graduates remain in Johannesburg after graduation. The findings will be presented according to the themes that emerged during data collection and analysis. The main themes highlighted were the following; pathway creation, “need for affiliation”, “oikophobia” fear of familiarity. The subthemes that emerged were the following; emergence of perpetual students, personal relationships and sense of obligation. The information presented in this chapter was taken directly from the interviews carried out by the researcher. Provided here are the responses as they were given by the informants when explaining their migration intentions and decisions of staying in Johannesburg as migrant graduates. The information that was provided by the respondents was coded and divided into smaller units in order to give descriptive analysis. The next and final chapter will have the discussion pertaining to the findings presented in this chapter and the conclusion to this research report.

The analysis of data includes the search for meanings or variation in meaning and structural relationships between meanings (Åkerlind, 2005). This was done by sorting and re-sorting data, there were continuing comparisons between the data and emergent categories of description. Transcripts and selected quotes were grouped and regrouped according to supposed similarities and differences (Åkerlind, 2005). For the purpose of data analysis for this research, the researcher used the inductive analysis approach. According to McMillan and Schumacher (2009), this can be defined as “the process through which qualitative researchers synthesize and make meaning from the data, starting with specific data and ending with categories and patterns”. The relevance of this definition is that it was instrumental in assisting

the researcher to find surfacing general themes and conclusions from the available data.

The first theme to be presented is the pathway creation theme, which emerged to be the strongest and important.

4.2 Pathway Creation

Pathway creation can be described as a way of being absorbed into the host country on a more permanent basis (Gribble, 2008). The pathway creation theme that has emerged from the study is the strongest theme and important. This is because it was a dominant issue in all the conversations with the interviewees during the fieldwork. Therefore I found it pertinent to discuss it in this section of the research report.

Pathway creation in Johannesburg seemed practical and possible, according to the information provided by the respondents. One of the respondents explained how South Africa offered degree programs which made it easier to find or to create employment, in comparison to other countries he was knowledgeable about. In explaining this idea he had the following to say.

> "*people like to go the UK for their Masters, there's one thing I don't like about is that most times when they go there after studying they come back to the country and in our country there are no jobs actually and you see they are just there and most times ….when they come back you hear the kind of courses they study is something we don't even know of in our country and you can't even use it so I was in a conference one day I met one guy ..i have forgotten what he studied but some kind of engineering I just looked at him and was wondering where are going to put yourself, and you know these guys they go back to the UK and do second degrees you know…so that's what put me off the UK to the extent that I don't even like visiting the UK"*

The comment above is an explanation of how one of the respondents explains how he came to the decision of enrolling in a South African University and deciding to stay in Johannesburg after graduation. The South African University, according to

him, would equip him with skills that he could use to find employment in South Africa. A degree from the UK on the other hand, would not have helped him much in creating a pathway. His response contradicts the notion that migrant graduates flock to developed countries only, which is according to some scholars like Gribble, (2008);Jones & De Wit,(2014); Hawthorne, (2008). They are also finding developing countries to be of interest and offering them what they may need and want in order to create pathways to employment. In support of this view another respondent had this to add to the reasons why South Africa could easily be a favourite migrant destination; she had the following to say;

> " *I also applied in Canada and got accepted but that was after I got accepted here so still if were to have chosen between the 2, I would have picked South Africa for Financial reasons because Canada is quite expensive. France is quite the same,"*

The respondent above explains how she had options of going to Canada and France but decided on South Africa due the cheaper cost of living. She further explained how she was not planning on going back to her country of origin. She also adds on how strategic enrolling with Wits University was for her, she expresses that she came to study in South Africa particularly at Wits University to get a good recognised degree and land a good job. Hence her pathway creation is enhanced or made possible by choosing to study and stay in Johannesburg and not Canada or France, as would have been predicted, according to (Jones & De Wit, 2014; Hawthorne, 2008; Gribble, 2008).

There was a sense high optimism amongst the participants as well and this was brought about by the opportunities they came across. Most of the international graduates that took part in the research indicated that there were opportunities in terms of advancing their careers which they could explore. They explained that they knew it was not going to be easy since they weren't citizens but they felt they could push the boundaries. Most of them indicated that they had part time jobs, whilst they were doing their degrees, since their study visas allowed them to work a certain number of hours. Their income status was not something they were too excited about during that time but it is something that actually gave them hope that when

done with their degrees there is more to what they were getting at the time, so there is a reason to stay on after graduation. Below is an example of what one participant had to say about her low income as a student, but was not discouraged to stay on even after graduation.

> *"My perception of the income I made when I was a student would be below average I think it sits below minimum wage rate for South Africa so I saw myself having to look for additional work outside the work that I did and limitations of that are my study permit doesn't allow me to work in excess of a certain number of hours so I think you see a lot of organisations being resistant to issue of a contract that has more hours than what is stipulated by immigration laws for students on study permits but I think earning potential as far as I hear tends to be much easier especially if you are a student in the UK or in the United States of America where people can have multiple jobs."*

The remark above shows that the respondent gives preference to South Africa as a favourite destination for migrant graduates. This is because of the potential earning power they might acquire, although they recognise that in developed countries it is better.

This inquiry has discovered that in pathway creation, networking is something that is of uttermost importance. Networking was found to aid in the facilitation of pathway creation. Migrant graduates explained that they face challenges in trying to live and work in South Africa. The reason being that they are non-STEM and non PHD graduates as a result they are faced with some challenges. Firstly, the government does not facilitate their integration into the job market once they graduate they are expected to leave the country. Secondly, they face legality challenges since they are now former international students, who no longer hold documentation that allows them to be in the country. Another issue was the high unemployment rate which affected their chances of landing jobs. However they also explained they were able to create their own pathways to employment.

The study will deal with the following aspects of pathway creation; social, personal and academic/professional. This is because most respondents explained that their

networks in their work, academic and social circles helped them a lot in their quest to explore employment opportunities. They further explained that these networks were created and were easy to maintain when they were international students. Some of the participants further explain that due to their networks they feel so comfortable that they do not think of returning to their country of origin. The following three sections will describe this theme through findings that will be illustrated by quotes. The following section, which is the first section to be presented, is the social networks.

4.2.1 Social Networks

Social networks can be described as a links of individuals such as friends, acquaintances, connected by interpersonal relationships(Cheung, Chiu, 2011). There was a lot mention of how effective social networks are amongst current and former international student in order for one to access employment. One respondent expressed how helpful and important social networks were to an international student graduate in creating pathways, she had the following to say;

> *"it's probably much more easier to secure work with people that you are in a community with, like people whom you go to church with or people whom you have prayer meetings with or people whom you volunteer with who are able to give you informal links to the work that they are able to provide…… International students would create better networks if they came together as international students because I think it widens the scope of what opportunities there might be in Malawi or in Tanzania or in another African country where someone else will be able to create that connection…"*

Migrant graduates communicate in their social networks on the kind of jobs and locations they ought to apply. They have profiles of the kind of organisations to target and the kind of opportunities to pursue. One respondent states how the information from the social networking helped her in securing employment. However she expected to find challenges when it came to finding employment in other areas, she made the following remark:

"it really wasn't challenging at all to get the job like for the research institute one of my friends was actually there with me when I did the application and I was called for an interview I went for the interview and got the job so that wasn't challenging however I have tried applying for other jobs especially the ones that are in government departments I wasn't expecting for them to come out positive because am foreign am not South African even though I qualify for the position" (Respondent 3)

This section clearly shows how valuable social networks are in creating pathways. The following section describes how academic and professional networks are of value as well.

4.2.2 Academic and Professional networks

Academic and professional networks are the same as social networks, the only distinction being that they are solely focused on relationships of a business nature (Kraimer & Liden, 2001; Chua, Ingram& Morris, 2008). Most participants explained that they could find ways of exploring and penetrating the job market in South Africa due to the skills they would have acquired after attaining University degrees. In showing the value of professional networks, one respondent explained the following:

".....without sounding pompous but I was one of the best students in my politics class so I was beginning to have very good....my network was growing within that politics sector so to speak so i knew that if am to excel in this study then if am to speak to my lecturers and ask them to help me seek opportunities I thought that would be better so it was a matter of my network and me studying hard...which worked out well because to this day my lecturer for my first year who went on to take me through to honours at UJ in politics we are still in contact she sends me job opportunities"

Above is an illustration of how building and maintaining professional networks have worked for some international student graduates. The respondent above has relied on the contacts in his professional network and they have been instrumental in his finding a job.

Furthermore through colleagues already working in the professional environment migrant graduates learnt how employment contracts could be manipulated to suite their needs. Deliberate manipulation and skewed interpretation of the terminology used when drafting of employment contracts to suit their current legal status was another way they created their own pathways. One respondent explained that she had managed to secure employment full-time from the time she was a student and it extended beyond graduation. This was an act that could get her into trouble with the immigration and labour laws, however she managed to convince her employer to word her employment contract in a way that would not get her into trouble. To illustrate how migrant graduates can use the information from their professional networks to manipulate the system in place or engage in activities that may endanger them, two of the respondents explained the following;

> *"some companies have tried to find legal back loops so as to accommodate me .... as a consultant you can work you don't need a work permit that's the other thing I think we need to know we need to be informed and we need to know the loopholes and seek out how it can work until we able to really stabilise so you can work as a consultant..... so yes there has been different various ways to try and manoeuvre that"*

> *"In terms of finding employment it's a challenge on its own especially the challenge of 'transformation' this is a regulation imposed by the Government right on employers....whereby they are empowering local South African citizens to get preferential treatment in terms of employment and there are different criteria which are used to empower South African citizens as a result one ends up being tempted to take shortcuts and find unconventional means to fit the profile"*

The responses given above are an indication of how determined the migrant graduates are to remain in Johannesburg, even if it means by unorthodox means. For some of the migrant graduates what may motivate them to get to such extents is that they come to South Africa with the sole intention of migrating permanently in South Africa. However they do this under the guise of being students.

Furthermore on the point of the use of unconventional methods to create pathways, another respondent explained how he explored what he perceived as a loophole, he explained what he had to do to make an online job application. The challenge he faced was that he was required to input his South African i.d number, which he did not have. This then led him to enter false information which would allow the application to go through. He gave the comment below to explain his unconventional methods to try and create pathways.

"…. When making online applications sometimes they ask for a South African ID number and a South African i.d number has 13 digits so sometimes I end up putting13 zeros so that it goes through you know"

The remark above stresses how some of the international migrant graduates tend to be creative and innovative, although unorthodox in order to live and work in South Africa. Migrant graduates try to explore all the avenues that allow them to stay in Johannesburg after graduation as they explained that they had premeditated migration ideas. They learned that entering the country as students benefits them in that they have access to certain jobs as they are allowed about 20 hours of working per week. This also then opens them up to creating friendships, contacts and networks that will enable them to secure employment, which would have been their main aim in the first place. However the participants accorded credit to the high quality education and reputation Wits University offers. This gave them an advantage as they explained that, employers recognised and actually have a preference for holders of degrees from that institution. In showing the importance of the nexus between quality education and good professional and academic networks in pathway creation another respondent explains the following.

> *"I have built up a lot of networks here that I do not have back home so it makes it easier to think about staying here building a life here after studies as opposed to going back… yes home is important but then looking at the circumstances which I left and the fact that my analysis of the system at home is that it's one that actually works so much on merit and also somehow not very conducive for me as the kind of person that I am and this system this particular system in South Africa tends to provide something closer to*

the ideal for me so it became a conscious decision after a while thinking about staying further…. here I have worked partly within the NGO sector so I have a little bit of networks there that I can cash in on ….”

The above quote indicates that some participants see South Africa as a place where they can access better higher education. This is due to its perceived superior educational institutions and system (Naidoo, 2015) thus resulting in more credible qualifications employment opportunities, more finances and a better standard of living. For this reason other migrant graduates decide to remain in the education system as perpetual students, which then brings us to discuss the next the subtheme. Becoming a perpetual student is another way to foster pathway creation and overcome the legal barriers to living and working in South Africa, indicated by other respondents is that they had to become perpetual students. This meant that they kept registering for other programs once they were done with the first one, this is how far their innovation went as well.

4.2.3 Emergence of Perpetual Students

Perpetual students are students who remain in school for an unknown and unending period (Kalamatianou & McClean, 2003). One of the respondents explained how she became a perpetual student at some point. She enrolled for a first degree which she completed, then enrolled for a second degree and graduated and then a third degree. She states that initially she had no plan to go to South Africa for her studies, she had intentions of going to Canada. However she faced financial challenges in applying for the visa, the fees were beyond her reach. She then decided to enrol in a South African University which she was not too happy about, but in the end she felt she had made a good decision, although forced by circumstances. She had the following to say:

“…after my undergraduate program I think my plan was just to start working immediately but then I found it difficult where I was working, my chances of promotion were very very limited I managed to get a place at Wits to further my studies something so essentially there was no push for me to leave and

there was no motivation for me either to leave so was probably the biggest factor that made me stay for long there was no push for me to leave…"

The comment above explains how being a perpetual student was one way of creating a pathway. For some of the migrant graduates it was deliberate for some it happened in an unexpected manner. One of the respondents explained that although he came to South Africa under his parents it was his decision to stay in South Africa after he completed his first degree, which led him to enrol in a second degree and a third one. He had tried hard to acquire a work permit, after completing his first degree, but it was to no avail. He declared that even if after being denied a work permit after he had completed his studies he would stay in South Africa even illegally without proper documentation to allow him to work and live in the country. He had the following to say:

"…it was becoming clear that I wanted to stay in South Africa for a bit so I wanted to align myself with… you know… studies that might speak to the market…… the honest truth is that is that I had already told myself that even if my permit expires am not going anywhere I would so much love to stay here legally but if the situation dictates that I stay here illegally I would have no choice but you know take it that way it a matter of survival like I said."

The comment made above by one of the respondents gives a clear picture of how one ended up taking the perpetual student route. In addition to establishing social and professional networks, becoming a perpetual student is another way one can create their own pathway. Once the social and professional networks have been established, the migrant graduates expressed that one had to possess certain personal attributes to enable them to create pathways. The following section is a discussion on how personal attributes were deemed to be valuable in order to create pathways.

4.2.4 Personal attributes

Certain personal attributes like self confidence and resilience (Austin, 2010;Durksen&Klassen, 2018),were found to be a factor in pathway creation according to what the researcher picked up from the participants' responses. One

respondent was explaining how possessing such attributes can give you an edge in securing employment and commented in the following manner:

> *"I think that the main issue that there is a huge drive in SA towards employing or absorbing South African talent, trying to increase job security for South Africans so i think if you are not South African if you are a foreign national they make it more difficult for you to secure a job or that employment hence you need to be smart about it and find creative ideas to make yourself an asset of what is needed by the employer*

The above remark given by one the respondents emphasises on how possessing self confidence and applying it to promote yourself to employers can work to one's advantage. Another respondent supports this notion as well as she explains in her comment below:

> *…. "most of the people I network with are academics so am looking at academic posts,I think I have a level of competency that would allow me to be employable or for someone in my network to recommend me for that "*

Apart from migrant graduates staying in Johannesburg because they are able to create their own pathways, some dwell on the social reasons for staying in the host country. The section below explains how they were motivated to stay in host country because their "need for affiliation" was undoubtedly met. After that, I then move on to discuss the sub-theme "personal relationships".

4.3 "Need for Affiliation"

The human motivation theory propounded by McClelland states that humans have one of three main driving motivators: the needs for achievement, affiliation, or power (McClelland & Burnham, 2008). These motivators are not innate; they are developed through culture and life experiences (McClelland & Burnham, 2008). According to McClelland and Burnham (2008), human beings are social animals, they like to interact and be with others where they feel people accept them. Thus, people with these needs like to maintain the pleasant social relationships and enjoy the sense of intimacy (McClelland & Burnham, 2008). The researcher noted that the

participants' need for affiliation seemed to be satisfied by being in South Africa and being part of the society.

According to the responses of the migrant graduates, some expressed that they felt more at home in South Africa, than their country of origin. This was due to the reason that they had been in South Africa for a long time hence going back to country of origin would not be favourable. Some of the respondents explained what made it so comfortable for them to stay in South Africa were that they had personal relationships, which was categorised as a subtheme for this section. Personal relationships will be presented the following section.

4.3.1 Personal Relationships

The reason indicated by some of the respondents for staying in South Africa after graduation were that they were involved in romantic relationships which they were not willing to leave behind just to go back to their country of origin. All the respondents that talked of romantic engagements were female, and in showing how much their relationships were major contributors in decision making to stay in Johannesburg they explained this in their comments below.

> *"... I think being rational I would make my own life easier if I went home but I have gotten to like it here and I have got my boyfriend here so am going to give it a shot..."*
>
> *"...my boyfriend is South African he is here, so I decided to stay. And then my way to stay was actually to study for a documentary and also just to try and get connections and know where to go with them..."*
>
> *"There is the personal side that keeps me here if things don't present themselves well "*

As indicated by the responses above romantic relationships played a role in the decision making process of some of the migrant graduates to migrate permanently. However other personal relationships that emerged as playing a crucial role are the family ties they had in Johannesburg.

Family ties and relationships prompted other participants to decide to stay in Johannesburg. Participants explained that due to the ties and relationships they had with family in Johannesburg, they decided to stay and offer support to each other. One participant in explaining how family was influential in his decision to stay in Johannesburg, he explained the following.

> *"Decision (to stay) was made before the studies and prompted by the fact that my brother whom I was staying with was staying in Johannesburg at the time of my studies"*

Two other respondents echoed similar sentiments, as they explained that their decision was impacted by the fact that they were brought to South Africa as minors, with their parents. As a result their decision to stay in South Africa was influenced by the exposure to South Africa from an early age. They explained South Africa became more of a home especially with presence of their parents and family in the country they were not willing to leave the country any time soon.

> *"Well to be honest I did not have an option at the time I was under the care of my parents so they decided for me"*

> *"My mum gets moved a lot so if she moves we all move and for me South Africa was my big move because when she was leaving for SA I had just finished my High School back home"*

The above quotes elaborate how these participants came to South Africa as minors and the decision was made for them, however staying in South Africa as migrant graduates was a decision they made on their own. The decision was influenced by the exposure and experiences they had in South Africa during the time they were international students.

In addition another respondent felt she could not ruin the relationship she had with her parents, by returning to home country, yet she had agreed with them that she would go to South Africa get an education and make a life there. She was adamant that she would stay on no matter the challenges. She felt she would have let down

her parents if she quit trying to settle in South Africa and go back home after they would have invested so much in that venture. She alluded that:

> *"I have already said I have already invested so much here as I said am financially supported by my parents they send me money every time. I don't see myself telling my parents 'look mum and dad South Africa is difficult, let me go to France' and yet I have already refused France so I think I will try to get the best of what is available from here and then take from there afterwards."*

The above comment is a demonstration of how some of the respondents felt the importance of maintaining good relations with family by staying in Johannesburg after graduation. Making this an important aspect of personal relationships.

Another participant echoed the same sentiments by saying that he could not see himself going back home after his siblings had helped him with required tuition fees. He explained that his siblings had put together all the resources they had for him to go to University and start a life in a place which seemed to present better employment opportunities. Apart from expressing why Johannesburg was the best place for them to stay due to personal relationships which they could not afford to ruin by leaving. They explained that they wanted to contribute something to South Africa. This idea is explained in the following section, as a sense of obligation.

4.3.2 Sense of obligation

A sense of obligation is something by which someone is bound to do certain things which arise out of a sense of duty (McConnell, 2013). Although not bound by any legal obligation, some of the respondents may feel overwhelmed by a sense of responsibility towards South Africa. One of the respondents who is Ivorian/American explained that she had attained some of her tertiary education qualifications out of South Africa but she felt a need to work on the African continent and make a meaningful contribution as she put it. This made her enrol in a degree program at Wits University which would allow her to stay in the country and achieve what she wanted to achieve. She came to South Africa with a strategy of attaining a recognised degree from Wits University. This would then prop her to get

employment in South Africa, since she wished to work on the African continent. Below she explains her motivations of working in the country after completion of her studies and expressed the following:

> *"I wanted to live and work on the continent (Africa) and so I looked for the best known program here so I found a good one at Wits University…….so because I wanted to live and work here it made sense for me to study here and get my foot into it the door and actually network in the field while I was here and I was quite fortunate that I was able to work as well and I have been able to build a strong network where I actually want to live because of the choice of where I went to school……when I graduated for my undergrad in the United States I came straight to Kenya I enjoyed working there and I wanted to get more sub-Saharan African work experience"*

The above remark is an expression of how important working and making a meaningful contribution to the continent was to some migrant graduates. Another participant expresses that he is staying in South Africa due to the fact that he feels he has a personal obligation to give back to South Africa. He explains since it gave him an education which he wouldn't have gotten in his home country, he should stay and make his contribution. He says that staying in South Africa would give him a chance to give back as much he got from the country. The quotation below expresses how he feels about staying in Johannesburg after graduation:

> *"I would actually prefer giving back to the people who have taught me, the nation that has taught me here right in comparison to home……*

The comment above demonstrates how the respondent sees the importance of giving back to a community that gave him a chance he never would have gotten otherwise. The last theme to be discussed in this chapter is the Oikophobia (a fear of the familiar) which the researcher found during the analysis of findings, attained from the fieldwork interviews.

4.4 Oikophobia "Fear of the familiar"

This theme came about as some of the respondents seemed to express some kind of Oikophobia, this is explained as a fear of "home" or "the familiar" (Lawler, 2016).

The respondents explained that they did not fancy returning to their countries of origin despite the fact that they grew up in these places and were in fact very familiar with them.

Other respondents echo the same sentiments as they explain that having stayed in host country for a number of years one gets used to that way of life, this can have an impact on migration decision making. One respondent outlines how initially when she came to South Africa it was a second option as a study destination and she meant to leave as soon as she could. Now it's been 9 years since she came to South Africa, she came in 2008 as an international student and now she feels like a part of the society. She expresses that going home would make her feel lost, although it is her home country she is familiar with but not willing to go back to the familiar. In explaining this point she had the following to say;

> "I think it became a choice (staying in Johannesburg after graduation) because I was used to the environment and I was used to the currency and I was used to the people and there was no deterrent for me to leave there is nothing pushing me to leave……I think I saw South Africa as this safe haven because it's close to home it's not very far so if anything was to happen emergency wise I would not require a lot of money or a lot of commitment to get there……"

In addition another respondent echoes the same sentiments and also points out that only after she had spent 4years doing her bachelors she became accustomed to the environment. She was familiar with country and how everything works, that is when she decided she wanted to live and work in South Africa and not return to her country of origin, where she grew up.

Similarly with another respondent, as she explains that the experience of staying in South Africa during her studies, influenced her decision to stay in South Africa. As she explains she never had any plans to study in South Africa or even to live and work in South Africa. She explains how she got an opportunity to study in South Africa and after her first degree she felt it was a place she had gotten used to and built enough networks to consider staying in after graduation

"I never decided beforehand that I would want to come live and work in SA I just got an opportunity to come and study I was already at a University in my home country where I did my first semester there then I got a presidential scholarship then I left and I started social work at fort hare but I didn't have plans to come it's just an opportunity that I got…… then enrolled at Wits for my honours thereafter"

The remark made by the respondent above shows how she prefers to be in a foreign country after she experienced being in Johannesburg. Returning to country of origin was not an option she was willing to consider.

In order to express that she wanted to get away from the familiar, another one of the respondents explained the following.

"…I wanted to do one year abroad because I thought if I don't do it now I will never do it the moment you have a job and a life you don't leave anymore so I actually came here to do one year program and I chose South Africa because Europe wasn't offering anything different…… I don't know initially I wasn't really planning on that but now am here and I kind of like it and now am thinking of staying and getting a job am applying"

South Africa became a suitable destination to her because she wanted to be away from what she knew and what was familiar to her. The fear of the familiar turns out to be a deciding factor when making migration decision for the migrant graduates.

However on the other hand, other respondents had a fear of failing to fit into their countries of origin. One of the respondents felt that going back to their country of origin would present problems in terms of fitting in well in that society. They expressed a fear of feeling displaced in their own country of origin. Other participants explained they had gotten used to the environment, systems and currency then going back to country of origin would then be very uncomfortable. One respondent alluded that he had fears of not being able to fit in once he returns to where they originally came from.

"Taking into consideration that I did my matric here in South Africa, I also attained my undergrad degree right up to Masters level here in South Africa

clearly I fit in more here …..yes I have made friends in South Africa I also consider that I have established social networks here in South Africa to go back at home again it will be difficult because the people who are at home have already developed their own social networks so for me to fit in it will take time the last time whereby I was back home was in 2014 so you would imagine if i were to go back now where would I fit in."

The comment above explains how one respondent feels it would be better for them to be in a foreign country than to return to their country of origin. Another respondent alludes that he has stayed eight years in the host country and the longer he has stayed the more he is convinced that staying on is a good idea. He feels a lot has happened in eight years and changed with him and in his country of origin he would not know where to begin if he were to go back, hence staying in South Africa was a better option for him. He explained he felt better suited being in South Africa than returning to country of origin.

4.5 Chapter Summary

This chapter captured the responses from the interviewees during the field work. The themes that emerged from the responses were categorised and explained through direct quotes. In the next chapter, I will discuss in detail, the analysis of the data which was collected and conclusion of the research.

CHAPTER 5: DISCUSSION OF FINDINGS AND CONCLUSION

5.1 Introduction

The purpose of this chapter is to provide a discussion of the main findings from the previous chapter. The main findings were that Wits international graduates were found to stay in Johannesburg to create pathways to employment, to satisfy affiliation needs and a fear of the familiar (oikophobia). The subthemes that emerged however were personal relationships, sense of obligation and emergence of perpetual students. The factors found to influence immigration decisions by migrant graduates in South Africa were examined through thelife-course theory based on the Theory of Planned Behaviour. Hence the chapter will look into how the results of the research fit into literature, theory and practice.

5.2 Discussion

The research findings have contributed towards answering the research question which reads ”why do international students stay in Johannesburg after graduation?” in the following ways: Firstly various responses were given by respondents however the most recurring ones are those that were categorised in the themes, namely pathway creation, need for affiliation and Oikophobia. These were found to be the reasons behind staying in Johannesburg after graduation. Below is a description of the mentioned themes and how they contribute towards answering of the research question.

5.2.1 Pathway creation

Based on the findings of the study the theme of pathway creation was one of the themes that emerged from the analysis. Migrant graduates choose to remain in Johannesburg after graduation because they are able to create their own pathways. This however is in contrast to what most of the literature suggests: international students choose to study in countries like the USA, Australia and Canada so that they can easily be integrated into the labour market after they are done with their studies (Trembley, 2005; Gribble, 2008; Jones et al, 2014). In accordance to the presented data it is not only developed countries that are favourite migrant destinations but also developing countries like South Africa.

Migrant graduates want to stay in Johannesburg but they face challenges which include legislation and high unemployment. Therefore one challenge that can come with trying to create own pathways is becoming destitute and desperate (Adepoju, 2001) once one fails to secure employment. Adepoju (2001) further explains that migrant graduates in Sub-Saharan Africa face challenges in getting jobs due to the high unemployment rate in the region.

According to some of the responses given by the interviewees, even if they knew they would end up being undocumented illegal migrants they were not willing to go back to country of origin. As one respondent stated they were willing to become illegal as long as they could stay in Johannesburg, he had the following to say:

> *…. the honest truth is that I had already told myself that even if my permit expires am not going anywhere I would so much love to stay here legally but if the situation dictates that I stay here illegally I would have no choice but you know take it that way it a matter of survival like I said.*

The problems that may arise due to not having proper documentation, that permits one to live and work in a country is that one might be underemployed and not get the expected high remuneration. According to Baruch & Forstenlechner (2017) migrant graduates prefer staying in the Arabian Gulf due to expectation of landing the high posts and high remuneration. The assumption will be that the migrant graduates will be properly documented

Most migrant graduates from all over the world have the same hopes and aspirations however conditions of achieving them are different hence means of achieving them would differ as well. For those who may try to attain work permits may end up being prohibited by the costs of applying for work permits(Landau, 2005). The cost may include accessing the visa offices to make an application. That may mean some who might try to attain legal documents end up dropping out of the system and staying in South Africa as undocumented migrants instead (GCIM, 2005; Landau, 2005). Due to the challenges of acquiring legal documentation they may lose interest in doing so and focus may go on the urgency to earn money for remittances and own survival(Landau, 2005).

The “life course” approach based on the theory of planned behaviour, (Heckhausen, 1991; Ajzen, 1991; Gollwitzer, 1996),states that as an individual grows and matures, their material needs and resources change, which in turn will influence their decisions, in this case migration decisions (Kulu&Milewski, 2007). A person’s life is viewed as a composition of a series of transitions or life events, which are set in trajectories that give them a distinct form and meaning (Marshall and Mueller 2003;Kuluet.al.,2007).The theory of planned behaviour states that intentions are the primary determinant of behaviour, intentions are therefore the results of expectations that one will attain valued goals as a consequence of the behaviour (Ajzen and Fishbein, 1980).

Therefore intention causes behaviour, in the same manner international student graduates’ behaviour can be explained by their intention to stay in Johannesburg when they enrol for their degrees. They already have intentions of immigrating permanently most of the time. They assume enrolling for degrees at a South African University would equip them with skills they need to get employment. In addition, they are able to stay in the country long enough to allow them time to create networks that would help them with creation of pathways. The behaviour of migrant graduates of staying in South Africa after graduation is assumed to lead to a favourable outcome of getting employment and business opportunities.

5.2.2 Creation of Social Networks

The ability to create a pathway means being able to create social networks within your community. Participants explained that they had social organisations which mainly consisted of people from their own region or country. These social networks helped with various issues including; securing employment and connecting them to organisations or individuals that could assist them to secure jobs. It seemed they put a lot of faith in these social networks, due to their effectiveness. They expressed how helpful developing and maintaining networks in one’s social and professional life is. These networks would connect them and usher them into the world of work. The participants explain that due to their networks they feel so comfortable that they do not think of returning to their country of origin. One respondent stated that it was

not challenging to get some of the part time jobs she got as soon as she got to South Africa, due to the effectiveness of her social networks.

International graduates talk of the effectiveness of international social organisations in South Africa and how they help provide some opportunities to employment. They talk of the ease to secure work with people that they are in the community with in Johannesburg in comparison to their country of origin. They gave instances of people whom they go to church with or people whom they have prayer meetings with or people whom they volunteer with who are able to give them informal links to the work that they are able to provide. International graduates have managed to create good networks by coming together as an international community particularly if they come from one region.

For instance, a group can consist of foreign nationals from West Africa or from Nordic countries. These groups help in widening the scope of what opportunities there might be not just in South Africa but in other countries, where someone else will be able to create a connection. For this reason, they feel they prefer to stay in the country after graduation because these organisations can potentially propel them to greater heights, instead of going back to their home countries where no such opportunities are presented to them. These social organisations give them a sense of belonging, provide a home and a comfort zone so to speak.These findings can be compared to those of Gonzales (2011), who conducted a study on international students who go to the USA as children from South America.

He argues that international students who decide to stay in the USA after the documentation that allowed them to stay in the country had expired had an attachment to the country. This is because they had developed social networks, friends, felt at home and because of the social and economic opportunities the country presented. It can be concluded that international graduates may choose to stay in host country due to the fact that they get attached to international communities they are part of in host country. Those international communities in addition provide platforms and links that can help one to secure employment or grow a business.

5.2.3 Personal Attributes

This section explores how the personal attributes of some of these participants helped them to explore some opportunities, which would help them stay in Johannesburg. They explain how they had to daring, adventurous creative in order to sell or promote themselves to perspective employers.

International graduates take chances with trying to explore some loopholes they think can benefit from. For instance one respondent explains how sometimes he inserts false i.d numbers to get an online application to go through. He explained that is one way to overcome some of the barriers that challenge migrant graduates in trying to apply for jobs. This kind of behaviour that migrant graduates find ways to try and adapt to certain situations so that they can pursue their careers is well explained by Presbitero and Quita (2017). They explain that individuals that posses (career adaptability) would engage in such behaviour. Career adaptability is when individual resources for coping with current and anticipated tasks, transitions and traumas that to some degree large or small, alter social integration (Presbitero&Quita, 2017). Such individuals are said to possess (cultural intelligence) which is the capacity of an individual to function effectively in situations characterised by cultural diversity (Presbitero&Quita, 2017). Migrant graduates' intention and ability to migrate permanently and in pursuit of a career are determined by career adaptability and cultural intelligence (Presbitero&Quita, 2017). International graduates with high career adaptability and cultural intelligence are more likely to be more knowledgeable and skilful in another cultural environment, making them more interested in a career in a foreign country (Presbitero&Quita, 2017).

Migrant graduates reported that they were constantly trying to find means and ways to stay on in Johannesburg once their studies are completed. One respondent said they were determined to maintain their job (which was a full time job) and at the same time carry out more studies in Johannesburg. The challenge that one faces in trying to work a full-time job and carry out part time studies is that the University cannot allow it hence they would never be issued with a part time study visa. If one is on a study visa they cannot work fulltime, she decided to take another route to

acquire documentation to stay in South Africa. This route was the spousal visa way, since her life partner was a South African national, which was another way round the problem. The quote below is a comment she gave in explaining this point:

> *'I asked for spousal visa but they didn't tell me I wasn't allowed to ask for a new visa from South Africa I had to come back to France, but then this didn't work I mean it's not like that they refused it's just that they never never never get back to me because they didn't tell me here that I couldn't ask for this visa from South Africa I had to ask for it from France.'…… I had this interview for that other job that am doing now, this job is with the French institute so they told me that actually I had to go in France and ask for a visa and that because I speak French I could ask for a special skills so that what I got I got one for 5 years but I think they only give it for 1 year now, changed in the last 2months and they never tell you when they change.*

The remark above demonstrates how migrant graduates are always exploring different avenues that can enable them to stay in a host country if they see that it is beneficial to stay in the country. According to what the participants were saying, South Africa is one country that migrant graduates find to provide an enabling environment to create their own pathways. This is due to the potential opportunities they feel they can explore. Other scholars have reported the same from their studies, for instance Baruch., et. al, (2007) in their study reported that only a quarter of the international graduates intended on returning to their countries of origin. The remaining three quarters indicated they would want to stay on and explore opportunities. A greater number indicated that they plan to stay in host country for some time which will probably lead to a permanent stay (Baruch., et al, 2007). The only difference is that this current study is based in South Africa and theirs in the USA and UK, whereby there are pathways to employment and the worry to acquire correct documentation to live and work is less (Gribble, 2008).

In seeking employment opportunities migrant graduates suggested they make careful assessments of the kind of jobs and the kind of areas they focus on seeking employment. For instance, one respondent pointed out that she has not had

challenges in securing employment because of that technique. She explained that trying to apply for government jobs in as much as she felt she qualified was never a good idea as they would never consider her because of her foreign national identity. Other respondents echoed the same sentiments declaring that there is a certain way of categorising the places and jobs that one should focus and concentrate on when trying to find jobs.

There is a need to be creative and innovative in order to be successful in jumping over the hurdles of seeking employment: in a high unemployment region and without proper legal documentation. The literature talks of how migrant graduates decide to remain in host countries(Baruch., et al, 2007;Tati 2010; Mda2010;Arambela and Hall &Zuhair 2006), however but does not say much about the migrant graduates that would have fallen out of the legal system, and still qualify to take on certain posts. Hence the purpose of this study which investigates migrant graduates who would have fallen out of the legal system in a country that does not offer pathways to employment. For instance some American universities and colleges are said to have heightened their partnerships with profit making organisations to establish pathway programs to help in recruiting migrant graduates Wang (2017). A survey related to the pathway migrant graduates' market was released, during an Association of International Educators conference in 2016, indicating that 37% of American institutions recruited international migrants through recruitment agents Wang (2017).

5.2.4 South Africa as favourite destination

South Africa emerged as a favourite destination for migrant graduates, due to several reasons as explained in the previous chapter. According to literature, scholars like Baruch., et al (2007) and Dimmock., et al, (2010); when international students decide to permanently migrate to countries they would have done their studies in, typically they would be coming from developing countries to developed countries. The direction in the flow of migrant students is normally one way from third world countries to first world(Baruch., et al, 2007). However, this study disputes this because South Africa is experiencing more international students that come into the country and later on after their studies are done they immigrate and

become migrants. This study illustrates that international student from both the developed and developing countries make South Africa a choice of destination for studies and future permanent migration.

South Africa hosts migrant graduates from different parts of the world who stay for various reasons including exploring employment opportunities. Other scholars like Han, (2015); Zigura& Law, (2006); Bhandari et al, (2010) and Gaule, (2011) argue thatit is mainly international students from the natural or hard sciences i.e. engineering field that choose to permanently stay in host country. This is because they are said to have skills that are highly sought after and governments tend to create pathways for them. However, this current study argues that it is not only natural or hard science international students that decide to stay in host country, those from the business and social sciences have the same intentions and engage in the same migratory behaviour. The target population of this study consisted of respondents from the business and social sciences only,

Contrary to what the literature as discussed in chapter 2 which states that students commonly prefer studying in developed countries for various reasons including a possibility for permanent migration (Bhandari et al., 2010; Gribble, 2008). Some of the participants explain how they had choices to go to developed countries but chose South Africa instead. They felt that the countries that are commonly known as favourite destinations for international students were not offering them what they felt they wanted. They felt South African Universities would offer them skills to enable them work in South Africa and even back home in their countries if they do ever choose to return.

An interesting insight that came from the interviews that was presented in chapter 4 was that feeling of ‘owing to the host country’ or sense of obligation which was presented as a sub-theme. One respondent elaborated that for him to be the person that he is today and knowing all that he does it was because South Africa had given him a chance to get an education. He explains he would not have received the same chance in his home country hence he feels if he is to stay in the country he is able to then give back in various forms to the country that gave him a chance. Additionally, he explains that other than giving back, he is confident that he will make his own

riches because of all the potential opportunities that South Africa has presented to him. In a nutshell for him staying in South Africa is has two advantages: firstly he has a chance to give back to the nation that educated him and he is also able to take advantage of the economic opportunities in Johannesburg. This matches the findings of the research carried by Lin &Kingminghae (2016) with Thai international students who enrolled in Chinese Universities but decided that they would stay after graduation. They reported that the students who displayed a 'Pro-China' attitude were most likely to stay in the host country (China) after graduation and settle there. It can be concluded that the participants had a 'Pro-South African' attitude that is why they chose to stay in the country.

South Africa proved to be a favourite destination for migrant graduates, as some of them indicated that after graduation they would remain in the country and enrol for other courses so that they are able to apply for study permits. Study permits would allow them to be able to stay in the country much longer after graduation, legally. This reverts them back to being students again, as a result they become a type of perpetual student. Other scholars define perpetual students in various ways. For instance Kalamatianou & McClean (2003) define perpetual students, as students whose studies are not considered to be done in a prescribed period of time.

5.2.5 Perpetual students

According to Kalamatianou et al., (2003), there may be a time threshold for graduation, but students can graduate any time after the threshold without a time limit. However, for the purpose of this study the perpetual students do actually graduate but decide to enrol for other degree programmes which they do not need or want. This would then enable them to stay in the country to be with their partners, seek employment and carry out other activities they may need to. The issue of perpetual students kept cropping up in a number of discussions with different participants. One participant explained that South Africa offered one an opportunity to keep educating and developing themselves, that is why they made the decision to stay on in the country and kept on registering with the country's higher education institutions. This would enable them better chances to acquire working visas. So, if they stayed in the country and kept registering for different

programs, they would be able to get students visas and then eventually that can lead them to getting more permanent and flexible visas like the work visas. This also explains why the perpetual student route was a very strategic plan for migrant graduates.

Kalamatianou et al., (2003), explain that students are not motivated to finish their degrees because of the job market in a country like Greece. They further elaborate that University graduates face severe challenges concerning getting a job related to their studies(Kalamatianou et al., 2003). In the past graduates were motivated by the earnings, social and private returns, unlike most recently when it is not so rewarding, hence students are not motivated to complete studies within the stipulated time (Kalamatianou et al., 2003). This is brought about by the fact that many students are churned of educational institutions. However facing changes in the condition of the job market as far as skills and professions are concerned (Kalamatianou et al., 2003).

In expressing her desire to be in Johannesburg to pursue a personal relationship one of the respondents alluded below that: she wanted to be in South Africa to be with her partner, but the only way for her was to carry out studies and get a study permit. She explains she had done other studies and graduated but then went back to her country of origin. She however returned and found that the only way she could be in the country was if she registered for another study program, hence becoming a perpetual student.

> *"...my boyfriend is South African he is here, so I decided to stay. And then my way to stay was actually to study for a documentary and also just to try and get connections and know where to go with them..."*

Another participant concurs with the notion of constantly applying for other degree programs and getting student visas once she is done with one set of studies. She outlines how initially when she came to South Africa it was a second option as a study destination for her first degree and she meant to leave as soon as she could. Now it's been 9 years since she came to South Africa. She came in 2008 as an international student, since then she has been renewing her study visa and

registering for other degree programs. Hence she joins the group of migrant graduates, who then become perpetual students.

International graduate students choose to remain in Johannesburg to become perpetual students on paper, but practically they will be having other agendas to pursue in Johannesburg, like personal relationships and job opportunities. In the findings section some participants spoke of how they managed to secure jobs whilst being students. They explained that although they did not get much but it encouraged them in a way because, it meant there was a lot of hope and potential that if they could get such jobs whilst being students possibly this would propel them into better paying positions. Some explained that they would continue in the jobs they secured whilst they were still in the system and conceal the fact that their student visas had expired. Alternatively, they would be forced to acquire illegal documentation which would allow them to live and work in the country. This is similar to findings of Baruch and Forstenlechner (2017) who carried out a qualitative study in the in the Arabian Gulf to understand self-initiated expatriates amongst international graduate students. They reported that the factors influencing the motives of the self expatriated students to stay in the Arabian Gulf were the following: The potential for substantially high earnings, high possibility to land top posts which cannot be landed in their country of origin.

5.2.6 Sense of obligation

Migrant graduates may feel bound or stuck in host country due to the kind of relationships and expectations they may have with their families. So participants explained that the expectations from family members that remained at home, in the country of origin were extremely high. With one participant explaining that her parents had sent her to University in South Africa and told her she had to make it in South Africa as there was nothing to go back to in the home country. They made sure she was provided for during her studies by financing for all her necessities, but emphasized that she could not come back home, hence she felt she could not breach that agreement with her parents. She needed to find a way to make sure that she has stayed in South Africa and irked out a living for herself. This meant for her to stay in the country she had to become a perpetual student who would

continually register for programs they did not actually need or want. Another option would be to continue staying in the country as an illegal immigrant or rather acquire false documentation stating she could live and work in the country.

In addition, another participant added that he did not want to ruin his relationship with his siblings as well as he explained that when he had come to South Africa his siblings had put money together to send him here and put towards his fees. He expressed that he was under a lot of pressure to perform so as not to disappoint his family that had sacrificed their resources. He also mentioned that whenever he got some extra money from his part time job he would send his mother. He reckons that if he stays in South Africa he will be able to pursue some job prospects earn more and continue taking care of his mother and even pay back his siblings. He added that staying in South Africa has long term benefits for him and his community back home. This is because he knows he would be able to work for a while in South Africa and save up to go back to the country of origin at retirement and use the money and skills to develop his community where he came from.

Scholars like De Jong (1999) and Kruanak & Ruangkanjanases, (2014) have explained staying or moving decisions through the use of using the theory of planned behaviour as rational and volitional. It implies that the decision maker deliberates over an extended period of time implying a strict analysis of the advantages and disadvantages of staying or moving. In the same way international students make migration decisions during the course of their studies and then follow through that decision without being coerced or forced, but on their own accord.

5.2.7 Personal Relationships

Another sub-theme that was apparent and presented in chapter 4 was that of personal relationships. This reason was found to be motivating migrant graduates to stay in host country. The findings provide that those in romantic relationships were not willing to let go and decided to use student visas just to access and stay in the country and be with their partners. However, even if those visas are to expire they were not willing to leave the host country, they were willing to stay as migrants or perpetual graduates. They were willing to register for other programs after they

graduate which they really did not need, so as to be able to attain study permits. The literature resonates with this assertion because scholars like Lin &Kingminghae (2016) also in their findings reveal that that marriage and romantic relationships were a strong motivator for migrant graduates to stay in host country.

It was interesting to note though that all the participants that confirmed that they were willing to stay in Johannesburg for the sake of romantic relationships, were female. Concerning migratory behaviour of migrant graduates' gender or sex might have an influence on the decisions that one makes to stay in host country or to return to country of origin. There might be an interesting relationship to note between sex and migration behaviour of migrant graduates.

Family relationships as well were found to be factors influencing stay intention in this study, these findings were consistent with those from the study by Baruch., et al (2007). However, on other hand Paile and Fatoki (2014) reported in their findings that family ties back in the home country drove international students to return to their country of origin. Family connections, be it in home country or host country influence migration decisions, the decision to stay or to leave.

According to De Jong, (1999) the theory of planned behaviour is centred on human values and expectations. Hence family ties are part of human values, which are upheld by international student graduates. The expectation would be the family ties do not break once one decides to stay in host country were that family is situated.

5.2.8 Oikophobia

Another interesting theme that emerged from the interviews was"oikophobia" fear of the familiar, the other theme that was presented in previous chapter. Most respondents expressed that they would rather be in a foreign country than to be in their countries of origin. The longer they stayed in South Africa the more attached and more familiar they got with the country, contributing to their reluctance to leave the country. By leaving South Africa they would be removing themselves from their comfort zone, which is a reason they would stay in the host country. Baruch &Forstenlechner (2017); Wu & Wilkes, (2017) carried out studies which are in agreement with this finding, in their study they report that international students

during the course of their studies feel a certain degree of comfort in their host countries. Hence contributing to them not wanting to leave the host country.

Additionally there are those that initially came to South Africa for tertiary education but then coming to South Africa was a second option. They had intentions of going to developed countries, for instance one respondent had intentions to go to Canada, but however faced challenges to go there and then just opted to enrol in a South African University. This confirms what was discussed in the literature in chapter 2 that international students normally opt to go to developed countries, rather than developing countries like South Africa which does not offer a pathway to employment (Tati, 2010; Gribble, 2008).

5.2.9 A need for Affiliation

However international student graduates feel a sense of comfort, belonging and acknowledge the potential opportunities that can be exploited. According to Baruch, Budhwar and Khatri (2007), international student graduates' choice to stay in host country can be based on the ability of them to adjust to that country and their conceptualization of home. Some international graduates feel that the host country is a place they can describe as a home, thereby influencing their decision to stay in host country. In same vein, Lin and Kingminghae (2016) explain that acculturation attitudes amongst international graduates motivate them to stay. Acculturation means if foreigners manage to adapt to the way of life that is in a foreign country, they are least likely to leave and return to their country of origin(Lin and Kingminghae, (2016). This can explain why some international graduate students decide not to return to country of origin, because they are able to adjust, they experience acculturation and feel at home in host country.

According to how Güngör and Tansel (2014) who used the theory of planned behaviour, in their study to explain migration, concluded that; decision making involves 'motivational stimuli' based on multiple migration related goals. The decision to stay in host country by migrant graduates is created over a long-term life cycle model of migration. Intentions on how long a stay will be in host country, determine career decisions (Güngör and Tansel, 2014). Similarly, in this research migrant

graduates are motivated to stay in host country which helps them achieve career goals. Implying that if they are to return to their home countries they will not be able to realise these goals there. This might be because they are no longer familiar with the home country hence achievement of goals may prove to be a challenge.

Although there was a fear of the familiar by participants as noted by researcher, some participants preferred some familiarity, like similar languages to theirs spoken in host country. For Southern African students like those that came from Zimbabwe who spoke Ndebele when they came to South Africa it was easy for them to communicate because Zulu and Ndebele are similar, according to what the participants said. International student graduates in South Africa stay in host country because of similar history, language and familiar culture similar or very close cultures, as a result international graduates from Lesotho and Botswana may not feel too much like foreign nationals (Mda, 2010). The participants pointed out that one can actually get to communicate effectively and find their way around, but then if you cannot it can be a challenge especially if you need to work a job that requires one to speak in the local languages.

Although with regards to the findings of this research, revelations are that, as some other respondents expressed; not being able to speak the local language was just a disadvantage but not reason enough to return to home country. This can be considered contrary to the studies reviewed in the literature section, (Wu, & Wilkes, 2017) argue that one of the reasons for international students to return to their countries of origin were the following: societal ties, language difficulties, failure to fit in local culture. Amongst other factors mentioned by other researchers to influence non-returning to home country include; cost of moving, value of degree credentials for future careers, access to education system and country, the issue of historical, linguistic and geographical links between home and destination countries emerged (Bhandari et al, 2010; Tati, 2010; Hawthorne, 2008; Hazen& Alberts, 2006).

Additionally, other respondents explained that the reason they actually came and then decided to stay in South Africa was partly the fact that it is an English speaking

country because they felt comfortable with the language of communication. They knew that getting around would not be a problem and even having to seek employment, when it came to communication it would not be much of a problem. Hence it can be concluded that if one is in a country where a preferred language is spoken, a sense of comfort is felt, one feels they can insert themselves and decide whether to stay on or not.

In terms of getting familiar with the host country, during the course of their studies participants explained that there are certain characteristics of South Africa that are similar to those that are in their country of origin. One participant pointed that before she enrolled with Wits she had initially been in South Africa for an exchange program. She explains that during the exchange program she got involved in a number of projects including a documentary which she wanted to finish off and she enjoyed the art scene of South Africa. Interestingly she elaborates that the art scene in South Africa was very competitive in comparison to the art scene inFrance. Hence, she came back on her own, to enrol full time with Wits with also the intention of living and working in South Africa after completing her studies. This brings us to the last point in the discussion, which explains more of what motivates international graduates to stay in South Africa.

Lastly, migrant graduates tend not to be deterred by the challenges of legality and high unemployment in the country. To them it's something common in any country and feels it is nothing they worry about hence they are determined to stay in South Africa permanently and struggle through the challenge as it has mores benefits. One participant had the following to say upon being asked about the challenges of legality and the high unemployment they face and how they can counter them.

> "...realised that you know it's just admin and rules so you can try to get over it you must try not to be personally affected because it's just government in any country I think you have people in France it's also difficult for them, the world is like that and we know it so I just try."

The remark above goes to show the perspectives of the migrant graduates. They have their various reasons for staying in Johannesburg mentioned previously of

pathway creation, affiliation needs and fear of familiarity. However they also admit to facing challenges of high unemployment and legality, despite all this they are not deterred from staying in Johannesburg. After a lengthy discussion on all the pertinent issues, we are then drawn to the recommendations and conclusions of the research report. In my opinion the findings do justify the perspective that to a certain extent.

5.3 Recommendations

A recommendation would be for government and civil society to engage institutions of higher education and student organisation and forge a way forward to absorb and engage the migrant graduates in a constructive way in nation building.The migrant graduates all interviewed testified that they had part time jobs as students and currently they have jobs they go to. This is an indication that their skills are useful in some areas, not leaving out the tax they contribute to the country. According to UNCTAD (2018) “skills are a salient feature of contemporary economic migration in Africa, are determined by education levels and significantly influence the prospects of migrants in the labour market, higher levels of education allow for skills transferability to different sectors and increase a person’s potential to earn higher incomes.” Migrant graduates therefore are driven to migrate permanently in host country (South Africa) due to the skills they are equipped with.

Another recommendation would be for countries to develop frameworks for trade and labour movements, aimed at facilitating the flow of goods, services, labour and capital across borders (UNCTAD,United Nations Conference For Trade and Development , 2018) “Countries that have developed national frameworks stand to reap the benefits of migration and additionally countries should address the constraints faced by skilled professionals” (UNCTAD,United Nations Conference For Trade and Development , 2018). A further analysis of the relationship between migration and labour productivity indicates that immigration is positively associated with productivity increases (McMillan et al, 2014; UNCTAD, 2018). The results on the positive effects of migration on destination countries are in line with other studies on the economic impact of migration (Bove and Elia, 2017). OECD,(Organisation for Economic Cooperation and Development) and ILO

(International Labour Organisation) (2018) estimate that migrant contribution to GDP was 19 per cent in Côte d'Ivoire in 2008; 13 per cent in Rwanda in 2012; 9 per cent in South Africa in 2011; and 1 per cent in Ghana in 2010. The contribution of immigrants to value added exceeds their population share in employment in Côte d'Ivoire and Rwanda.

A third recommendation would be for migration policies that target immigration and emigration to be complementary. According to UNCTAD, (2018) if emigration continues to grow without linkages to local economies, that is, other economic sectors, then countries with high levels of emigration risk experiencing a downward trend in productivity. Migration policies that directly complement the requirements of economies in Africa are central to meeting the needs of job markets (UNCTAD, 2018). It is therefore essential for migration policies that target immigration and emigration to be complementary. Migration policies that directly complement the requirements of economies in Africa are central to meeting the needs of job markets (UNCTAD, 2018)

5.4 Limitations

One limitation was during the data collection process when I would try to collaborate and meet with the participants. This was a challenge because of their busy schedules. Some of them had jobs which would make it difficult to meet them during the week or during the day. This meant meetings will be after they are done with work which could have affected the quality of responses due to them being tired and wanting to rush through the interviews, as a result vital information could have been misrepresented or withheld. Others had to travel to their home countries so I had to wait for them to return in order to carry out the interview.

5.5 Future Research

Whilst this study focussed on Wits graduates alone, this research could be expanded upon or replicated to include a variety of other institutions of higher education in South Africa. This would offer a broader range of experiences of international students as different institutions in different parts of the country. Further investigation can also be conducted into the long-term experiences of international

student graduates, to ascertain how well adapted are they in the workplace environment. In conclusion further research can be done to look into what the psychological effects of permanently migrating to host country.

5.6 Conclusion

The main findings of the study centre on migrant graduates' willingness and ability to create their own pathways to employment if they stay in Johannesburg. The Need for affiliation and Oikophobia emerged as strong themes as well in influencing staying decisions. South Africa, a developing country was typically described as a sending country of international student to recipient countries like the USA, Australia and UK is emerging to be a recipient country as well (Ardington 2014). The study further demonstrates that international students who decide to stay in Johannesburg would have come with the intention of using the student status as way to gain permanent residency in the host country. This is because they identify the socio-economic advantages of staying in host and are willing to explore them and at same time having to devise ways to counter the disadvantages of staying in host country.

The international students have intentions of living and working in Johannesburg once they complete their studies. However, they face legality and issues and high unemployment which the country faces. In the face of these challenges they are not deterred, some rather opt to become illegal immigrants due to the fact that they do not have proper documentation to allow them to work. The field work has been successfully completed and the findings analyzed and presented, it is also important to discuss the limitations of the research and suggestions for future research.

The central aim of this study was to inquire into why international student graduates stay in Johannesburg after graduation. The study acknowledges that although there are various studies that have focused on issues of students migrating permanently to their host country. Most of these studies have emphasized that this kind of migration happens with students from developing countries choosing to migrate permanently to developed countries. Yet this current study finds that the directional flow of students is not just from developing to developed countries, but also from

(developed to developing countries)and (developing to developing countries) as well. The perspectives of the international students who come to South African Universities and decide to stay permanently as migrant graduates are limited in the literature relating to this topic. For this reason, the study gives emphasis to the point that it is important to understand why international student graduates decide to stay in South Africa which does not offer a pathway to employment unlike other European and American states.

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APPENDIX 1: CONSENT FORM



Consent Form for completing the research questionnaire

I, _____, acknowledge that I understand the research and that the research has been fully explained to me. I also understand that the information which I give to the researcher will be used in the research report.

I further acknowledge that the researcher has promised me the following:

- That my participation in this research is voluntary
- That my personal details will remain anonymous throughout the research study as well as in the research dissertation
- That I can refuse to answer any questions which I feel uncomfortable with

I hereby consent to participating in the interview for the research study**, 'What keeps Wits University international graduate students in Johannesburg?: a case study of Braamfontein'**

I agree / **I do not agree** to the completing the questionnaire.

_____ _____

Researcher Participant

_____

Date signed

APPENDIX 2: INTERVIEW GUIDE FOR INTERNATIONAL STUDENTS

Interview Guide for International Students

Thank you for agreeing to be interviewed for the present research about international student mobility. The researcher wants to find out why international students decide to stay in Johannesburg after completion of their studies, despite known challenges concerning securing employment and attaining permanent residency status, and how you intend to overcome those challenges. The interview should not take more than 15 minutes. Your responses will be recorded using a voice recorder and noted in writing on a note pad that will be kept confidential.

- How old are you?
- What have you been studying in South Africa?
- What made you decide to study in South Africa?
- What is your highest educational qualification?
- How would you define your income status? (average/ affluent)
- How long have you been in South Africa?
- In terms of staying in Johannesburg, was this decision made before during or after you started your studies in South Africa? What prompted that decision?
- What challenges do you anticipate or have experienced concerning acquiring documentation which allows you to stay in South Africa?
- How do you intend on earning a living whilst in South Africa or how are you currently earning a living? Will you find employment or start a business or any other means you are willing to discuss.

- What are the barriers you foresee or have experienced in finding employment or starting a business or any other livelihood means? How do you intend on overcoming them or how have you dealt with the barriers?
- Are there opportunities in terms of employment or any income generating projects that you feel you can take advantage of in Johannesburg?
- In comparison to your country of origin, why do think South Africa is a better choice, in terms of staying in after graduation?

APPENDIX 3:PARTICIPANT INFORMATION SHEET



Participant Information Sheet

Good day

My name is Vimbai Chuchu, a Masters in Development studies student at the University of Witwatersrand. I am doing my Masters research as a partial completion for my degree. The title of my research is **'What keeps Wits University international graduate students in Johannesburg?: a case study of Braamfontein'**. The aim of my research is to determine factors that bring about international to stay in Johannesburg after graduation.The researcher kindly requests you to be part of the research study. Please take time to carefully read through the following and feel free to ask questions if anything is not clear or if you need more information. Upon your agreement to take part in the study, you will be required to take part in an audio recorded interview regarding questions about staying in South Africa as a foreign national and about career development after graduation. The interview will not take more than15 minutes of your time. If you feel uncomfortable about answering a question, you may decline to answer the question. Please take the following into consideration: An informed consent form will have to be signed by you before taking part in the interview. Your identity will be kept confidential in reporting of the findings. If any direct quotes are used from the interviews, your identity will be kept anonymous by using pseudonyms The interviews will be audio-recorded as the interviews will be transcribed. There will be no benefits or penalty for taking part in the research. If at any point during the study, you feel uncomfortable you may choose to withdraw from the study. The report of the findings may be used in publications or for conferences. The report of the findings will be available on the University of the Witwatersrand's online library. All the data collected for the purpose of the study will be kept in a locked cabinet or password protected laptop for a maximum of five years. The data will be archived thereafter then be destroyed. If you require any additional information concerning the study, you may contact me on the following details:

Vimbai Chuchu

1497821@students.wits.ac.za

+27644220305

APPENDIX 4: ETHICS CLEARENCE
Protocol number: DEV 18/02/01

school of SOCIAL SCIENCES

SOSS Human Research Ethics Committee

Clearance Certificate

Protocol Number:	DEV/18/02/01
Project Title:	'An inquiry into what keeps international students in Johannesburg after graduation: A case of Braamfontein youth aged between 18 and 30'
Investigator's Name:	Ms Vimbai Duvekile Chuchu, 1497821
Department:	Development Studies
Date Reviewed:	February 2018
Decision of Committee:	Approved
Expiry Date:	March 2020
Date:	02 March 2018
Head of School	Professor Mucha Musemwa
CC supervisor:	Dr Rajohane Matshedisho

2018 -03- 02

Declaration of Investigator

To be completed in duplicate and one copy to be returned to Ms. Sarah Mfupa in the School of Social Sciences, Room 152, 1st Floor, Robert Sobukwe Block.

I fully understand the conditions under which I am authorised to carry out the abovementioned research and I guarantee to ensure compliance with these conditions. If any departure from the research procedure as approved, I undertake to resubmit the protocol to the committee.

Student Signature

Date